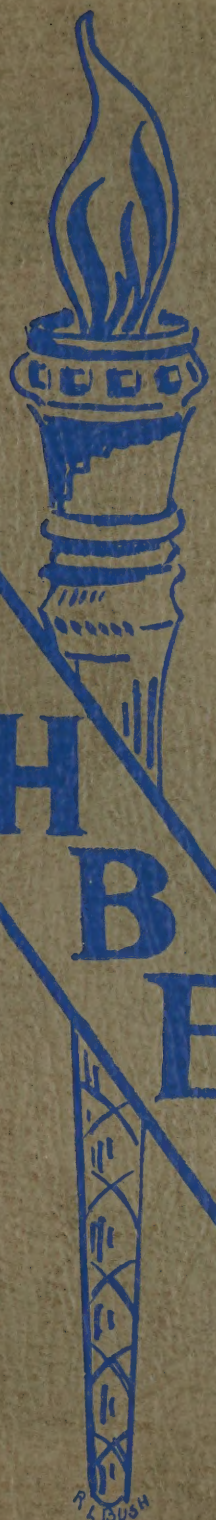
# TORCHBEARER

1949




TEMPLE ISRAEL
RELIGIOUS
SCHOOL

# 1949

# TORCHBEARER YEARBOOK

TEMPLE ISRAEL
RELIGIOUS SCHOOL

Boston, Mass.

# THE TORCHBEARER

Published by the Students of the
Temple Israel Religious School
Boston, Massachusetts

VOLUME 8 JUNE, 1949

## STAFF

*Editors-in-Chief* .....ALVIN SOMERS, REBEKAH PORTER

*Associate Editors*

*Art-Layout* .....SIDNEY STERN

*Circulation* .....ANNE SUGARMAN

*Senior Activities* .....NANCY SULKIN

*Junior School* .....ELSA KAHN

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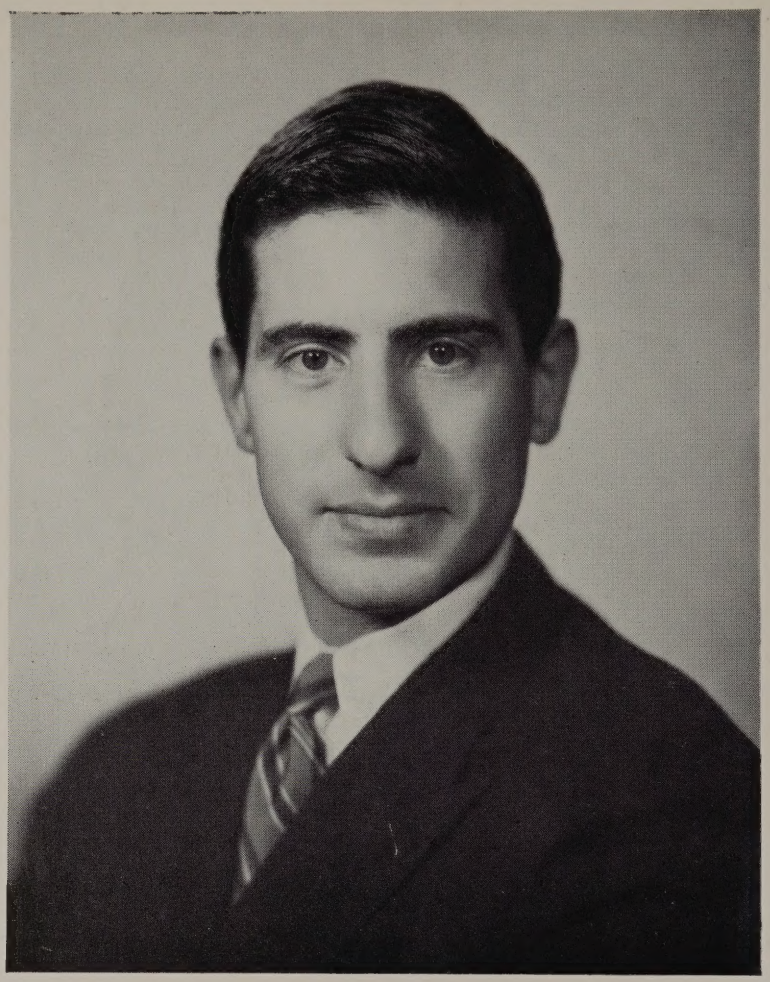
*Faculty Advisor* .....MRS. JOSEPH S. FINSTEIN

# DEDICATION

Dedicated to the memory of our beloved
Rabbi and leader

DR. JOSHUA LOTH LIEBMAN

Our class has been blessed because our years in the Temple Israel Religious School coincided to a great extent with the years of Dr. Liebman's ministry. We shall always cherish the memories of the hours which we spent with him, when he shared with us his own incomparable experiences and learning. As we dedicate this yearbook to his memory, we also dedicate ourselves to carrying on those teachings of Judaism and of Americanism which he so ably represented.



RABBI IRVING A. MANDEL

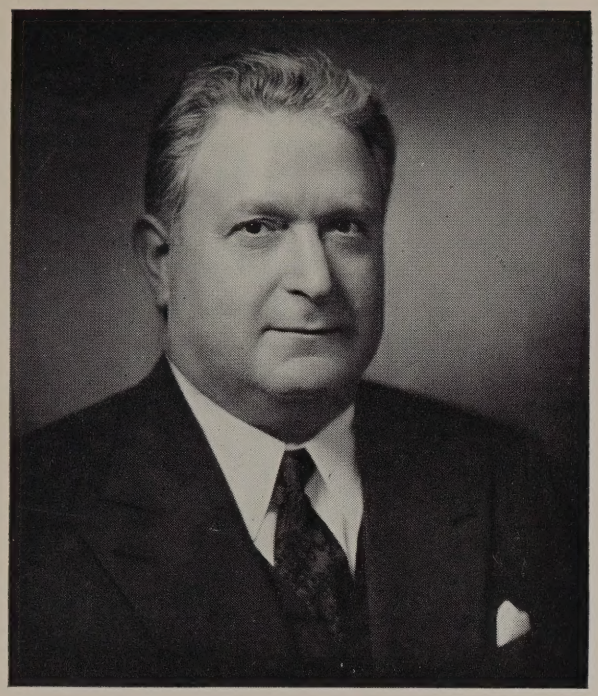
How brief has been the time, how fleeting the opportunities to meet and perchance to know the thousand boys and girls of the Religious School. The time was short, the pressure of duties which fell upon me burdensome; but the smiles and laughter which you brought, the tramping of classes as they passed my Study door, the joyous religious services we shared together, and the momentary opportunities to know some of you individually—these have been the rewards of the year which cannot be measured.

I recall the Sunday morning when I escorted the famous scholar, Cecil Roth, through the Religious School and Meeting House. Dr. Roth was shown everything, the block-long panelled corridors, the plush and regal Auditorium, the Library which cherishes the treasures of our literature and then the classrooms. Dr. Roth looked at all with the eye of a discriminating observer. When the tour was over and we were hedging our way past the milling parents waiting to take their children home, I said "Dr. Roth, we do have a fine building, don't we"?

"Yes," he replied, "but the most attractive features of this building are to be found walking on two sturdy legs."

He was referring, of course, to you, the children, whom we all love. And how right he was!

May God bless you all and keep you in health and confidence. May you return next year to 'beautify' once again Temple Israel.



MR. JOSEPH H. COHEN
*President of the Congregation*

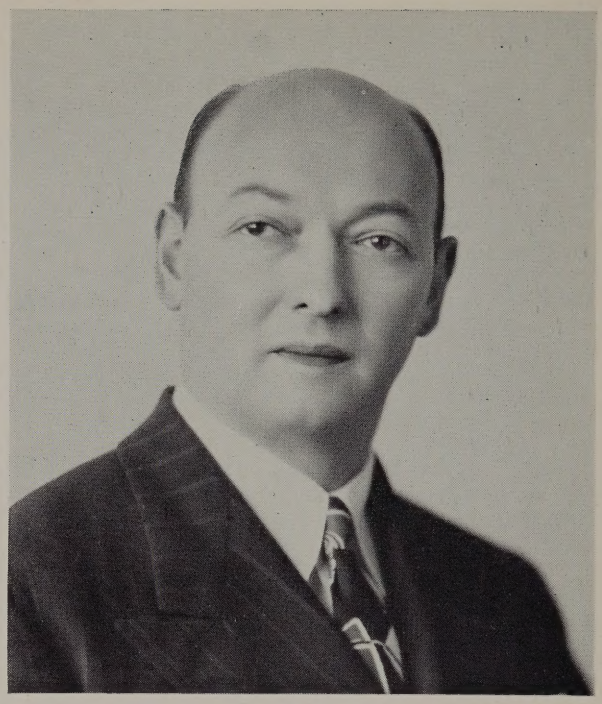
As another successful year for the Temple Israel Religious School draws to a close, I am impressed once more with the importance of this activity in our religious life and with the hallowed nature of maintaining continuity of our Jewish tradition. The Year Book is aptly named the TORCHBEARER. In the formative years of childhood, we, your parents and friends, help to bring you knowledge of and enthusiasm for the great spiritual heritage which the Jewish religion represents. Each member of our Religious School becomes a Torchbearer of Judaism, with a sacred duty to hold it aloft throughout life and to pass it on to the next generation yet unborn. May you recognize the precious heritage that is yours and cherish it as a noble contribution to humanity. Be proud of your affiliation with it and so live your lives that you will add lustre and value to the great cultural and spiritual contributions which the Jewish people have made to mankind since the dawn of history.

# OUR OFFICERS

MR. FRANK KOZOL
*Chairman, Board of Education*

This Confirmation Class has maintained a level of high excellence, in keeping with the traditions and standards of our School. It has been a difficult year, saddened by a pervading sense of our great loss. But the challenge implicit in our bereavement has been met, and this Class has acquitted itself with great credit and understanding. The entire Congregation has reason to be proud of these Confirmands who gave such bright promise of stability, integrity and informed leadership in the Jewish community. May I also express a sense of gratitude to Rabbi Irving A. Mandel and to our distinguished Principal, Samuel A. Nemzoff, and to his able Faculty, for an outstanding performance in perpetuating the teachings and spirit of our beloved departed Rabbi, Joshua Loth Liebman, of blessed memory.

MR. SAMUEL NEMZOFF, PRINCIPAL



Dr. Liebman used to say, "Boys and girls may not use many of the subjects which they learn in Public School except to get into college, but they will need a knowledge of Judaism if they are to live happy and well-adjusted lives as American Jews."

We are blessed in this country with the great blessing of freedom which many countries in the world do not have. Our country is dedicated to freedom of speech, freedom of the press, freedom of worship, and freedom from want. All of us are given the opportunity to share the benefits of these wonderful freedoms. Our country will go from strength to strength so long as we keep these freedoms uppermost in our minds and hearts. Our form of government, democracy, is meant to make this country safe for differences of all kinds. America will be the richer for the gifts which each group gives. Jews are at home in America, for Judaism like Americanism, has always stood for these great freedoms.

Temple Israel Religious School gives you the opportunity to learn of our great religious heritage. It is for each and every boy and girl to take advantage of the opportunity to get a religious education in this country which offers us the gift of religious freedom.

# OUR LEADERS

MRS. NATHANIEL P. WHARTON
*President, Parent-Teachers' Association*

It is my great pleasure to be the bearer of warm greetings from your Parent-Teachers' Association to the students of the Religious School, and particularly to this Confirmation Class. The effort you put into this Yearbook is well repaid by the excellence of its publication.

Ours is the responsibility of giving service with devotion, and maintaining close relations with friendliness and understanding. In all the activities sponsored by P.T.A. the keynote has been a wonderful spirit of cooperation — in the Passover Seders for the entire student body of over 900 pupils, in appropriate holiday treats for the various Children's Services, and in "Shabbos with the Rabbi" luncheons.

We feel that we have carried on in true Jewish tradition the aims and plans of our beloved Dr. Liebman.

May good fortune attend all your dreams and aspirations for success.

# OUR CLASS

# CONFIRMATION

## ORDER OF SERVICES

"We Shall Do and We Shall Hearken"

*" 'I am a Jew' means I identify myself with a people different and yet united by the language of prayer, the hope of redemption, the history of suffering, the literature of sympathy, the folk-ways of piety, the religion of godliness and humanity."*

Dr. Joshua Loth Liebman

"O BE JOYFUL", Norden ..... *Choir*

PRAYERS ..... Union Prayer Book

"PROCESSIONAL MARCH", Mendelssohn ..... Mr. Fromm

OPENING PRAYER

Susan Cohn — Judith Rubin

SHABUOTH HYMN

The Class

THEME

Davida Gordon — Harry Oppenheim

GOD

Richard Cole — Barbara Hoffman — Ruth Freeman — Richard Lewis

MAN

Paul Friedman — Eda Small — Nancy Seegel — Daniel Doctor

MORAL LAW

Carol Sallinger — Ruth Forman — Barbara Simons

IMMORTALITY

Dianne Isaacs — Susan Thurman — Shirley Wax

Dorothy Reinhart — Carol Silversmith

EDUCATION

Arline Wainer — Walter Goldfarb — Janet Wolk

Richard Morrison — Anne Eiseman

TORAH SERVICE

INTRODUCTION TO TORAH READING ..... Robert Herman

PRAYER BEFORE THE ARK ..... Carl Gordon

BLESSINGS OVER THE TORAH ..... Roger Gould

THE HEBREW DECALOGUE ..... Alvin Somers

# PROGRAM

PROPHETIC READING ..... Richard Koplow
PRAYER ON REPLACING TORAH ..... Edward Bromberg
"TREE OF LIFE" ..... Choir

JUDAISM

Anne Sugarman — Joanne Karp

AMERICANISM

Elaine Barron — Rachel Balkin

PALESTINE

Carol Adler — Martha Goldberg

PEACE OF MIND

Ellen Berman — Sidney Stern

FLOWER PRAYER

Donna Melnick — Carey Bourke

Judith Karmazine

CLASS ESSAY

Rebekah Porter

CLOSING PRAYER

Nancy Sulkin — Susan Proger

ANTHEM: "Hallelujah", Lewandowski ..... Choir
SERMONETTE ..... Rabbi Mandel
PRESENTATION OF CERTIFICATES ..... Mr. Frank L. Kozol
BLESSING OF CONFIRMANDS ..... Rabbi Mandel

Viola Solo by Mrs. Anna Golden

CONCLUSION OF SERVICE ..... Union Prayer Book
"STAR SPANGLED BANNER" ..... Choir and Congregation
BENEDICTION ..... Rabbi Mandel
POSTLUDE ..... Mr. Fromm

CHORAL GROUP

Carol Adler
Rachel Balkin
Elaine Barron
Ellen Berman
Carey Bourke
Anne Eiseman
Ruth Freeman
Martha Goldberg
Barbara Hoffman
Donna Melnick
Rebekah Porter
Dorothy Reinhart
Carol Sallinger
Nancy Seegel
Carol Silversmith
Barbara Simons
Eda Small
Anne Sugarman
Nancy Sulkin
Janet Wolk

CONFIRMATION CLASS

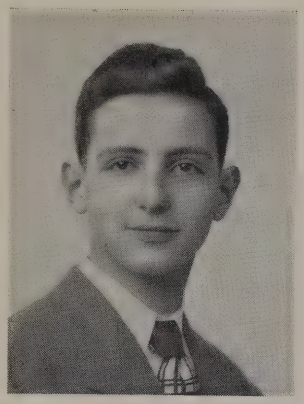
(*Left to Right*)

ROW 1: Shirley Wax, Susan Thurman, Rebekah Porter, Harry Oppenheim, Joanne Karp, Carol Silversmith, Dorothy Reinhart, Carol Sallinger, Anne Eiseman, Martha Goldberg, Janet Wolk.

ROW 2: Susan Cohn, Susan Proger, Rachel Balkin, Elaine Barron, Carey Bourke, Nancy Sulkin, Donna Melnick, Barbara Hoffman, Ruth Freeman, Arline Wainer, Barbara Simons.

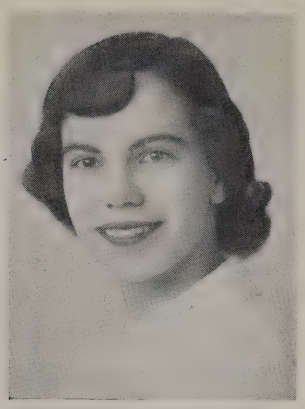
ROW 3: Roger Gould, Mrs. Joseph Finstein, Robert Herman, Richard Cole, Richard Lewis, Nancy Seegal, Paul Friedman, Lennard Wharton, Edward Bromberg, Anne Sugarman, Carl Gordon,

ROW 4: Daniel Doctor, Alvin Somers, Sidney Stern, Richard Morrison, Richard Koplow, Walter Goldfarb, Mr. Aaron Gordon.



ALVIN SOMERS
*President*

# CLASS OFFICERS



JANET WOLK
*Secretary-Treasurer*

EXECUTIVE BOARD

PAUL FRIEDMAN
RICHARD KOPLOW
EDWARD BROMBERG
NANCY SULKIN

# FAREWELL MESSAGE

ALVIN SOMERS
*President, Class of* 1949

As we, the Confirmands, realize the dream of Confirmation, we look back over the years of preparation and study for this significant occasion. The first steps were the Bible stories related to us in the primary grades. Then we progressed to the history and to a study of the heritage and culture of our people. Thus through this process of constantly expanding studies, we were prepared to face the problems of our future as Jews in an unsettled and restless world.

On our shoulders rest the responsibilities of sustaining the Jewish community. We will be confirmed with the proud knowledge that our people now have a recognized homeland, which was established with the help of young boys and girls of our own age.

Thus, we must not feel that confirmation is the end of our Jewish activities. Rather it is really the beginning of the most important part of Jewish life. It may be said that now we are "on our own."

We were fortunate in having studied under a fine faculty of trained and understanding teachers, and of having had the guidance and leadership of Mr. Nemzoff and our rabbis. More than all else, we cherish the memories of the all-too-brief hours spent with Dr. Liebman. As we leave, we pray for a bit of his strength and wisdom to guide us on our way.

**CAROL ADLER**

Day School: Brookline High School.
Favorite Pastime: Talking on the telephone (just ask my friends).
Best Memories of T. I. : Confirmation Day (I hope!)
Ambition: College, then qui sait?

**RACHEL J. BALKIN**
*"Rae"*

Day School: Brookline High School.
Pet Peeve: People who drive by in empty cars and wave.
Favorite Pastime: Tennis and those wonderful Red Sox.
Best Memories of T. I.: Tuesday afternoon classes and Mr. Gordon's jokes.

**ELAINE E. BARRON**

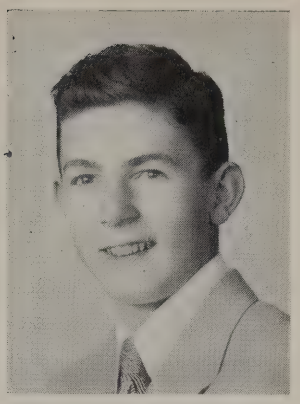
Day School: Brookline High School.
Pet Peeve: People who are always on time (Carol, take note.)
Favorite Pastime: Keeping the telephone company in business.
Best Memories of T. I. : Mrs. Linsky's stories in Grade One.
Ambition: To find an ambition.

**ELLEN C. BERMAN**

Day School: Newton High School.
Pet Peeve: Trying to prove triangles congruent.
Favorite Pastime: Skiing, writing.
Best Memories of T. I.: Mr. Gordon acting out the part of Samson.
Ambition: To be an author; to eat and never get fat.

**CAREY G. BOURKE**
*"Buzz"*

Day School: Walpole High School.
Favorite Pastime: Swimming, skating.
Ambition: College.

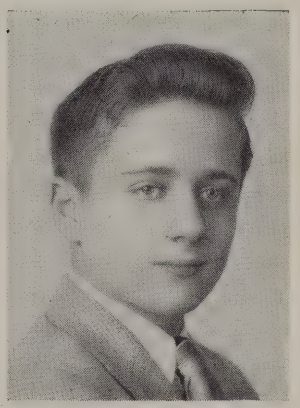


**EDWARD J. BROMBERG**
*"Eddie"*

Day School: Brookline High School.
Pet Peeve: Incompetent umpires.
Favorite Pastime: Hockey, football, women.
Parting Advice: "Grin and bear it."
Ambition: To travel around the world.

**SUSAN H. COHN**

Day School: Beaver Country Day.
Pet Peeve: Picayune people.
Favorite Pastime: Discussing.
Best Memories of T. I. : Rabbi Liebman.
Ambition: To be thin.

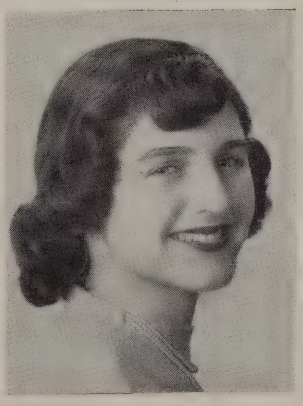


**RICHARD COLE**
*"Dick," "Deacon"*

Day School: Brookline High School.
Pet Peeve: My brother.
Favorite Pastime: Girls.
Parting Advice: Don't chew gum in class.
Ambition: To be like my father.

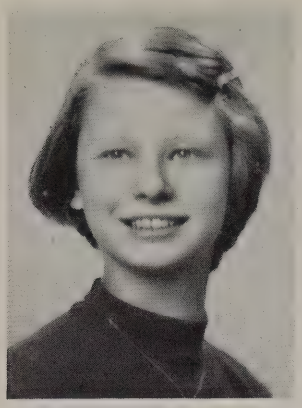
**ANNE EISEMAN**
*"Andy"*

Day School: The Cambridge School.
Pet Peeve: People rustling candy wrappers in the movies.
Favorite Pastime: Watching Red Sox games and playing bridge.
Best Memories of T. I. : Visiting organizations and museums in the seventh grade. Listening to Rabbi Liebman's sermons.
Ambition: To be a "pro" at tennis.



**RUTH S. FORMAN**
*"Ruthie"*

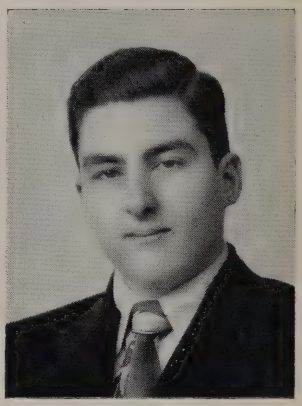
Day School: Brookline High School.
Pet Peeve: People who have one.
Favorite Pastime: Dancing; buying clothes.
Suggestions for T. I. : All classes as fascinating as the Confirmation Class.
Ambition: College—God and the Board of Admissions willing.



**RUTH FREEMAN**

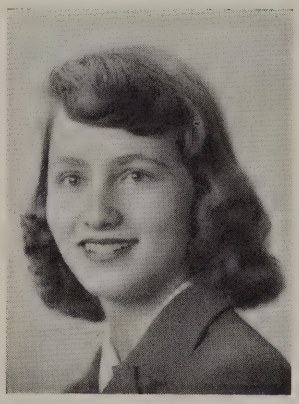
*"Pixie"*

Day School: Brookline High School.
Pet Peeve: Those who say, "My, how you have grown!"
Favorite Pastime: Reading.
Best Memories of T. I. : When Mr. Gordon acts out the life of a biblical character.
Ambition: To get an "A" in Latin.



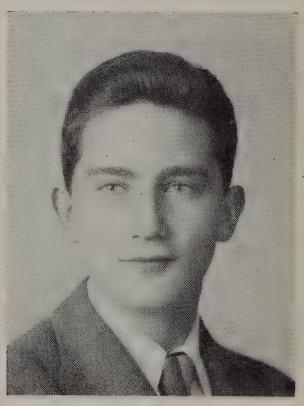
**PAUL M. FRIEDMAN**

Day School: Brookline High School.
Pet Peeve: People who interrupt my piano playing.
Favorite Pastime: Swimming, piano, hockey.
Parting Advice: Make the most of your opportunity to get a Jewish education.
Ambition: To be as successful as my father.



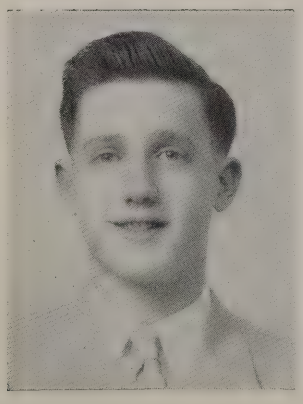
**MARTHA L. GOLDBERG**

Day School: Newton High School.
Pet Peeve: People who turn the pages when you look over their shoulders in the street car.
Favorite Pastime: Skiing; rooting for the Red Sox.
Best Memories of T. I. : Listening to Rabbi Liebman.
Ambition: To get into a good college.



**WALTER B. GOLDFARB**

Day School: Brookline High School.
Pet Peeve: Ruliviks - - - - ?
Favorite Pastime: Football, basketball.
Best Memories of T. I. : Rabbi Liebman.
Ambition: To be a millionaire.



**CARL A. GORDON**

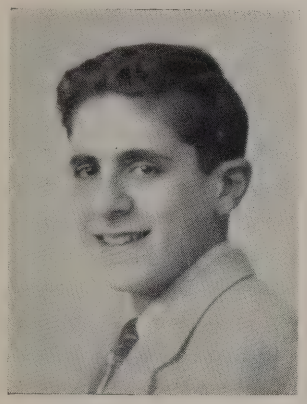
*"Red"*

Day School: Needham High School.
Favorite Pastime: Driving a car.
Best Memories of T. I. : Rabbi Joshua Loth Liebman.
Ambition: Travel the world.

**DAVIDA H. GORDON**

*"Davey"*

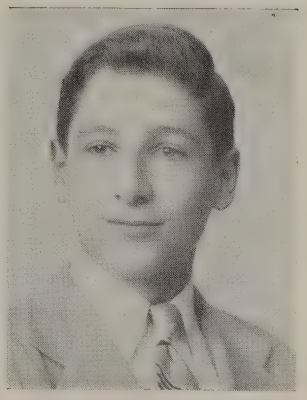
Day School: Newton High School.
Pet Peeve: Doing Homework—Sunday school and otherwise.
Favorite Pastime: Sailing, talking about California.
Best Memories of T. I. : Rabbi Liebman's sermons.
Ambition: To get the most out of everything I do.



**ROGER GOULD**

*"Rog"*

Day School: Brookline High School.
Pet Peeve: Spending money.
Favorite Pastime: Sports.
Best Memories of T. I. : Dr. Liebman.
Ambition: College.



**ROBERT HERMAN**

*"Bob"*

Day School: Newton High School.
Pet Peeve: Those small buttons on white shirts.
Favorite Pastime: Sports and sleeping.
Best Memories of T. I. : Hebrew School.
Ambition: To be successful.

**BARBARA C. HOFFMAN**

*"Babs," "Barb"*

Day School: Brookline High School.
Pet Peeve: "My, how you've grown!"
Favorite Pastime: Reading, talking.
Best Memories of T. I. : Confirmation class.
Ambition: To get an "A" in Latin.

**DIANNE ISAACS**

Day School: Winsor.
Favorite Pastime: Dances, plays.
Suggestions for T. I. : Provide pencils in class.
Ambition: To go to England and France.

**JUDITH S. KARMAZINE**

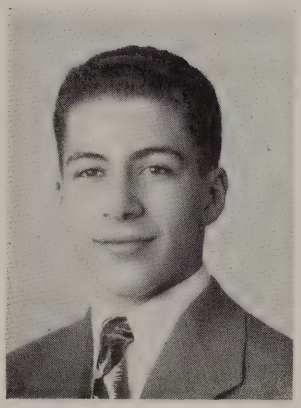
*"Judy"*

Day School: Brookline High School.
Pet Peeve: Red Sox Fans.
Favorite Pastime: Arguing with J. R. about our favorite pastime.
Best Memories of T. I. : Our streamlined Sunday School Bus.
Ambition: To master geometry.

**JOANNE V. KARP**

*"Joanie," "Jo"*

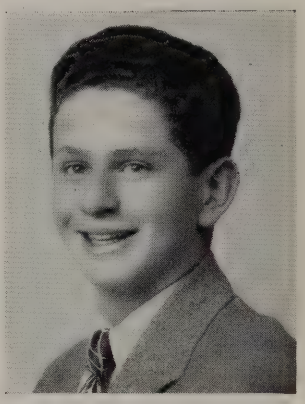
Day School: Brookline High School.
Pet Peeve: Caraway seeds, and long hair.
Favorite Pastime: Tennis, music, art, etc.
Best Memories of T. I. : Services with Rabbi Liebman.
Ambition: College.



**RICHARD A. KOPLOW**

*"Dick," "Smiles"*

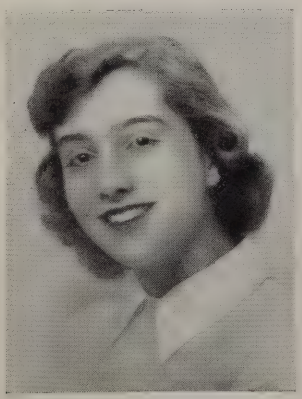
Day School: Brookline High School.
Pet Peeve: Loads of homework.
Favorite Pastime: Sports, handicraft.
Parting Advice: To the younger students: Get the most out of T. I. that you can now; you don't realize how much it means until you've graduated, and then it's often too late to do anything.
Ambition: A good college—Business.



**RICHARD A. LEWIS**

*"Dick"*

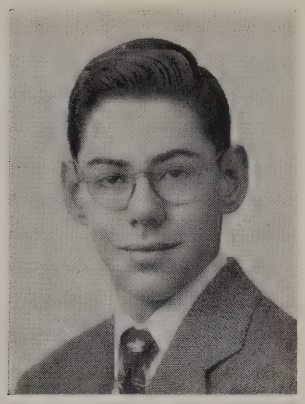
Day School: Brookline High School.
Pet Peeve: My sister.
Favorite Pastime: Swimming; watching the Red Sox.
Best Memories of T. I. : Rabbi Liebman and Rabbi Goldman.
Ambition: College—and then—



**DONNA B. MELNICK**

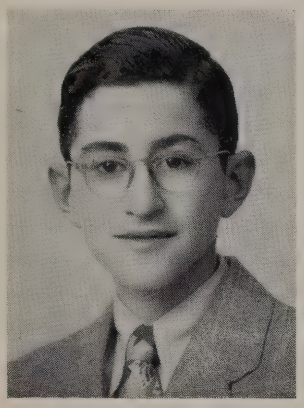
*"Donni," "Don"*

Day School: Brookline High School.
Pet Peeve: Being unphotogenic.
Favorite Pastime: Horseback riding, sailing, dancing, Red Sox.
Best Memories of T. I. : Knowing Rabbi Liebman.
Ambition: College, and then "that certain party."



### RICHARD J. MORRISON

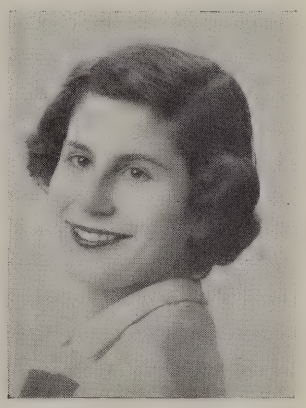
Day School: Brookline High School.
Favorite Pastime: Stamps, sports.
Best Memories of T.I.: Services with Rabbi Liebman.
Ambition: To be as fine a man as my father is.



### HARRY K. OPPENHEIM

*"Lighthorse"*

Day School: Brookline High School.
Pet Peeve: People who read my paper on the street car.
Favorite Pastime: Sunday School.
Parting Advice: Remember, teachers have eyes in the back of their heads!
Ambition: To graduate.



### REBEKAH PORTER

*"Betsy"*

Day School: Winsor.
Pet Peeve: "Betsy it's a boy."
Favorite Pastime: Reading, writing, watching good athletes.
Parting Advice: Nine years is a long time, but it's worth it!
Ambition: To write.

### SUSAN PROGER

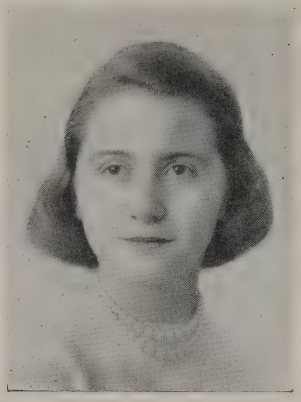
*"Sue"*

Day School: Beaver Country Day.
Pet Peeve: Alarm clocks.
Favorite Pastime: Eating, playing tennis.
Best Memories of T. I. : Luncheons and discussions with Rabbi Liebman.
Ambition: Wellesley, and then—

### DOROTHY REINHART

*"Dottie"*

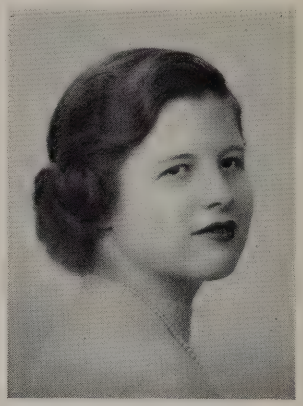
Day School: Brookline High School.
Pet Peeve: Certain individuals at B. H. S.
Favorite Pastime: Talking on the telephone.
Best Memories of T. I.: Tuesday meetings with Rabbi Mandell.
Ambition: Pembroke, and then - - -



### JUDITH H. RUBIN

*"Judy"*

Day School: Beaver Country Day School.
Pet Peeve: Boston Braves.
Favorite Pastime: Music, baseball.
Best Memories of T. I. : Our sessions with Dr. Liebman.
Ambition: College.



### CAROL N. SALLINGER

*"Sally"*

Day School: Newton High School.
Pet Peeve: Sunday School on Saturdays.
Favorite Pastime: Talking on the phone—so my parents say.
Parting Advice: Don't waste your money on gum you'll have to dispose of.
Ambition: To be as versatile as my parents are.

### NANCY J. SEEGAL

Day School: Brookline High School.
Pet Peeve: Conceited people.
Favorite Pastime: Boston Braves; horseback riding.
Best Memories of T. I. : Saturday luncheons with Rabbi Liebman.
Ambition: College and Journalism.

### CAROL SILVERSMITH

*"Ducky"*

Day School: Brookline High School.
Favorite Pastime: Talking on the telephone; my pet dog.
Best Memories of T. I. : The meetings we had with Dr. Liebman.
Ambition: Endicott—and time will tell.

### BARBARA SIMONS

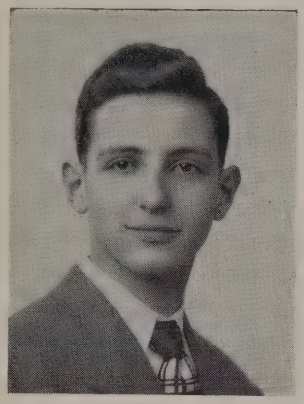
*"Barb"*

Day School: Brookline High School.
Pet Peeve: Hearing the morning alarm clock sound off.
Favorite Pastime: Swimming, music, eating.
Best Memories of T. I. : Dr. Liebman.
Ambition: College—and then!

**EDA SMALL**

*"Edie"*

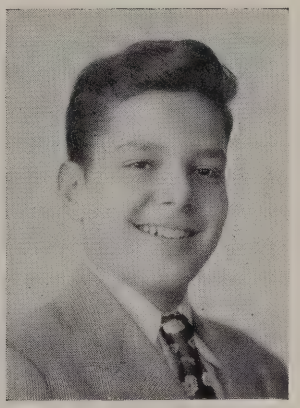
Day School: Newton High School.
Pet Peeve: Sunday School homework.
Favorite Pastime: Reading, art, music, sports, sleeping, telephone.
Suggestions for T. I. : More classes like the Confirmation Class.
Ambition: College and success in my chosen field.



**ALVIN M. SOMERS**

*"Little Alvie"*

Day School: Brookline High School.
Pet Peeve: Little brothers who pester you.
Favorite Pastime: Baseball.
Best Memories of T. I. : Dr. Liebman.
Ambition: To be successful.



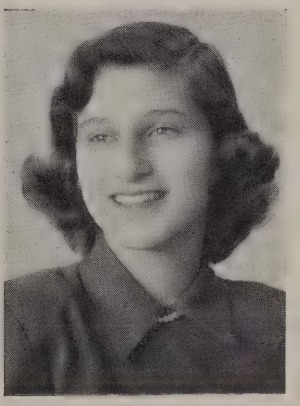
**SIDNEY R. STERN**

Day School: Brookline High School.
Pet Peeve: People who say I talk loudly.
Favorite Pastime: Being a Gourmet.
Best Memories of T. I. : Outrunning Mr. Grenier.
Ambition: To be an architect and design a gym for T. I.

**ANNE SUGARMAN**

*"Andy"*

Day School: Brookline High School.
Pet Peeve: My height; people who say it's nice to be tall.
Favorite Pastime: Swimming, dancing, talking on the phone.
Best Memories of T. I. : The suave, sophisticated Mr. G.
Ambition: College—Wellesley or Michigan.



**NANCY J. SULKIN**

*"Nance"*

Day School: Brookline High School.
Pet Peeve: Cooked Cereal.
Favorite Pastime: Drawing; the Braves.
Best Memories of T. I. : Rabbi Liebman.
Ambition: College—Wellesley.

**SUSAN THURMAN**

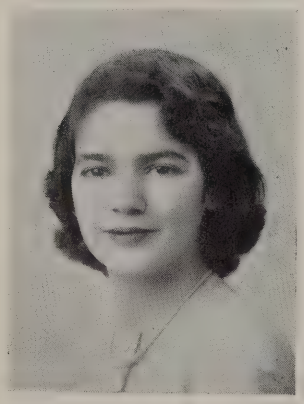
*"Susie," "Sue"*

Day School: Brookline High School.
Pet Peeve: Having my favorite pastime interrupted.
Favorite Pastime: Talking on the phone.
Best Memories of T. I. : Dr. Liebman.
Ambition: To obtain a B.A., M.A., Ph.D., and MRS.

**ARLINE B. WAINER**

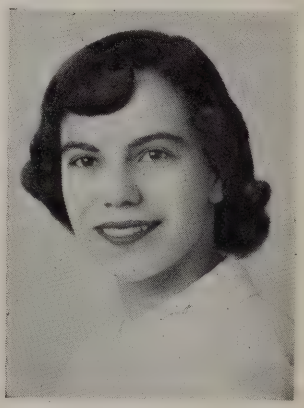
*"Rusty"*

Day School: Brookline High School.
Pet Peeve: My kid brother.
Favorite Pastime: Dancing, swimming, skating, dating, talking.
Best Memories of T. I. : Our final history course.
Ambition: College—Smith.



**SHIRLEY WAX**

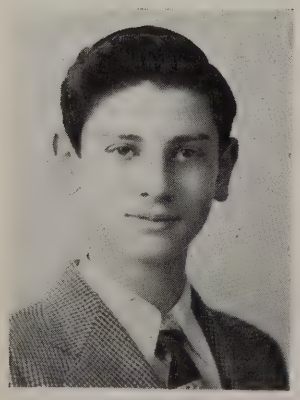
Day School: Weeks Junior High.
Pet Peeve: Being awakened in the morning.
Best Memories of T. I. : Dr. Liebman.
Ambition: College.



**JANET H. WOLK**

*"Jani"*

Day School: Brookline High School.
Pet Peeve: "Oh, how I hate to get up in the morning!"
Favorite Pastime: Dancing—ballet and otherwise.
Best Memories of T. I. : Informal talks with Dr. Liebman.
Ambition: To be healthy, wealthy, and wise.



**LENNARD WHARTON**

*"Lenny"*

Day School: Phillips Exeter Academy.
Favorite Pastime: Track.
Best Memory of T. I. : The inspiration of personal friendship with Dr. Liebman.
Ambition: To work in the field of science.

**RICHARD DAITCH**

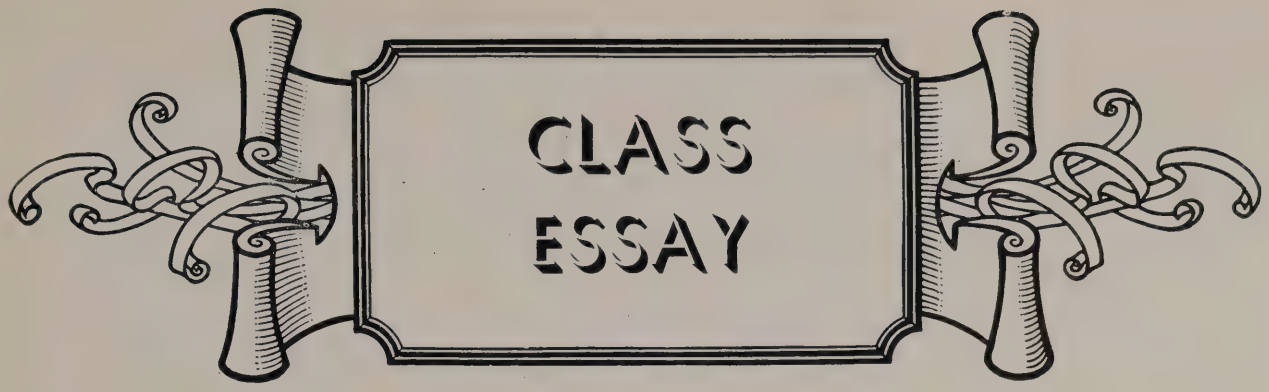
*"Dick"*

Day School: Holderness Academy.
Favorite Pastime: Hunting.
Suggestions for T. I. : More social life.
Ambition: Chemist.

**DANIEL E. DOCTOR**

*"Danny"*

Day School: Brookline High School.
Favorite Pastime: Doing back home work.
Suggestions for T. I. : Homework lessons once a month.
Ambition: To get rich fast.




# THOUGHTS ON JEWISH EDUCATION

REBEKAH PORTER

Mankind progresses by passing on from one generation to the next the ideals and accomplishments which are attained. The process of "passing on" experience and information is commonly termed education. Although education is a constant process, there are places which have been built and founded for the sole purpose of transmitting certain definite types of education — these of course, being schools. Through schools, and colleges and universities, the ideas and ideals for which past generations of man have fought and died are presented to our youth, that they may benefit and achieve happiness.

The Jewish love of learning has long been a recognized characteristic of our people. From time immemorial, the Jewish leader stood out as a teacher also. Even those leaders who were remembered for their military accomplishments are also revered for their ability to lead and to teach a people the ways of God. Moses, Joshua, the Judges, Elijah, the Prophets, all have come down in history as the "educators" of our people, as well as in their own individual and unique roles.

Perhaps the word "Rabbi" best indicates the aura of respect and reverence which the Jewish people look upon education. Although religious in its connotation, Rabbi is the Hebrew word for Teacher — and the great Rabbis have been idealized in this role of Teacher since the dispersion. From the time that Rabbi Johanan ben Zakkai established his little school at Yavneh to the very present, there have been centers of Jewish learning wherever Jewish life has flourished, schools where eager scholars came to study at the feet of the great rabbinical scholars.

In the Ghetto of Europe the light of learning was held high. Closed off from the rest of the world by both physical and mental barriers, the Jewish child always had open to him the wide vistas of learning which his studies opened to him. In the Ghetto, a scholar was freed of the necessity of even making a living so that all his time could perforce be devoted to his studies. Sent to the Cheder as soon as he was able, a young boy in the ghetto began early this striving for knowledge. If he was considered intelligent, after he had spent his early years of study, he was sent on to a Yeshivo, where under the guidance of a Rabbinic leader or scholar, he could continue his studies into the more complicated writings and commentaries. Our history is replete with the tales of young men who spent years of their lives away from their families and communities in order to study with some great Rabbi.

But with the breaking down of the ghetto walls, and the resultant problems of adaptation to a new way of life, many difficulties arose. The pendulum swung; the

appeal of secular life and schools, the desire to cast aside the restrictions of the Ghetto and all its associations frequently led to the mistaken belief that Ghetto practices were all of Judaism. Reform Judaism was the answer given by those men who believed that Judaism as a way of life could continue in the fresh air of freedom as it did in the prison of the Ghetto.

And so, as the Jews came to the United States, they brought with them these varying ideas about how the education of their children should be carried on. But here in the United States, where school and state were separated by law, a religious school would certainly have unique problems.

Through the years several types of schools have been developed. Among these are the Hebrew School, the Talmud Torah, the Parochial School, the three-day-a-week school and, of course, the Sunday School. By every virtue of the fact that we are limited in time, the Sunday School can only skim the treasure house of Jewish learning, can only introduce the child to the vast storehouse of Jewish lore. Yet it can do this well, and at the same time it can create in every child a positive identification with the Jewish people — a feeling of belonging!

Our own beloved Dr. Joshua Loth Liebman was very close to the Religious School of this Temple. Many of us cherish as our fondest memories those Saturday mornings that we were privileged to spend with him. He had great visions for the school and planned a very definite program for it to follow. As he believed that education should begin as early as possible, he wished that we might some day have a kindergarten and nursery school. He believed strongly in the necessity of education in the home, and in the cooperation of the home and the school as carried out particularly in the Parent-Teachers Association. In explaining to parents why it was necessary for their children to receive a Jewish education he would say, "We have asked too little from our people; we must make demands and set standards." He had little respect for people who considered religious education secondary saying, "Your children will not use Latin or geometry except to get into college, but they will use their Judaism throughout their lives if they are to be happy, well-adjusted individuals."

He emphasized the fact that our school was a *religious* school. He believed that the Jewish religion was the center of Jewish life. He wanted within the school a greater emphasis of the religious and ethical truths of Judaism. In his talks to the school, his wonderful stories were always based on bringing out the glorious heritage which belongs to the Jewish people.

Our class has been blessed. What greater tribute can we pay the memory of our great leader than to dedicate ourselves here to carrying on the search for learning which he so truly exemplified. Let us remember that what we have learned is but a beginning; our education does not — cannot — stop here. Truly let us dedicate ourselves to the ideals which Dr. Liebman so truly fostered when he said, "In my ministry, I have based my teaching on three principles, God, Torah, and Israel."

# LAST WILL AND TESTAMENT

We, the Confirmation Class of 1949 (one hundred years after the Gold Rush), being of Sound Mind (in spite of expressed doubts to the contrary) and body, do hereby disclose this to be our Last Will and Testament:

To Mr. Nemzoff and to all the teachers of the Religious School we leave our sincere thanks. The memory of their patience, help and true understanding of all our problems is something we shall always cherish.

To Rabbi Mandell we leave our deepest appreciation for his Tuesday afternoon sessions.

To Mrs. Finstein we leave an undiminishing supply of party goodies for the "seven Chanukah parties" she gives each year for her son.

To Mr. Gordon we leave an unabridged—and unabashed—version of Milton Berle's Joke Book. (Hint!)

We leave Carol Adler and Carol Sallinger tying up the phone wires—as usual.

To Rachel Balkin we leave a newly declared "peace" between her and her sister.

Elaine Barron leaves,—looking for an ambition.

We leave Ellen Berman a metronome to time her speaking.

Carey Bourke leaves at five minutes of twelve—how has she managed it?

Dick Cole leaves some excellent parting advice!

Sue Cohn leaves us a true example of the meaning of the word "Lady."

Eddie Bromberg leaves a trail of broken hearts. (How does he do it?)

We leave Dianne Isaacs and Shirley Wax reaching for 5'4".

Anne Eiseman leaves the Red Sox playing Bridge. (A lesson in punctuation, children!)

Armed with his carefully (?) done homework Dan Doctor leaves.

To Ruthie Forman we leave an extra large nail file.

We leave Ruth Freeman a scale to "weigh her questions."

We leave Paul Friedman in his world of hockey.

Walter Goldfarb leaves—still wondering how he did it!

Davie Gordon leaves singing, "California, here I come." (Lucky girl!)

We leave Carl Gordon hoping that someday his trip around the world will become a reality.

Roger Gould leaves 'nuff said!

Bob Herman leaves, still trying to button his white shirt.

Babs Hoffman and Jane Wolk leave hand in hand, thinking of "that certain party."

We leave Martha Goldberg rooting for the Red Sox—they're bound to win the pennant!

Dick Koplow and Andy Sugarman leaves—high in the class.

Richard Lewis leaves to make room for his sister.

Donna Melnick leaves singing "That's What I Like about the South."

Dick Morrison leaves us wondering how he ever survived B.T. (Before Television.)

Harry Oppenheim leaves his (?) well-done homework.

Betsy Porter leaves "orefully" happy!

To Dotty Reinhart we leave the quotation.—"Then she will talk—good God! how she will talk!"

Judy Rubin, Joanie Karp, and Judy Karmazine leave their middle names to whoever wants them.

Nancy Seegel leaves to join "the adult Jewish community" still chewing bubble gum. (For all we know, it may be the same piece!)

We leave Carol Silversmith a year's supply of refreshments.

Eda Small leaves us wondering when she'll find time for her favorite pastimes.

Sidney Stern leaves — hoarse! — from talking in class, from talking about photographs, — from talking on the telephone, — from talking!

Lenny Wharton leaves us at a loss to say something wonderful about a Wharton that hasn't been said before! (And there are another two to come, folks!)

We wish Richard Daitch would leave next year's confirmation Class a day to day record of how he did the Confirmation class work "in absentia."

We leave Arline Wainer the only girl who doesn't mind being "Rusty."

Sue Thurman leaves hoping that when Cupid shoots his arrow, he Mrs. her!

We leave Al Somers with a few extra gray hairs and wrinkled brow, caused by his combined duties of Editor-in-Chief and President. (But think of the troubles Truman has, Al!)

Nancy Sulkin leaves talking of that "certain orchestra leader" (Plug.)

Sue Proger and Barbara Simons leave a first edition of a new book called HOW TO ENJOY SUNDAY SCHOOL in two slim volumes.

To the next Confirmation Class we leave an unexpurgated copy (that's a fancy word that means "you have to read it all") of our own book called "IT'S THE FIRST TEN YEARS THAT ARE THE HARDEST!"

The TORCHBEARER Staff leaves still wondering if it will meet the budget!

Done this nineteenth day of March, 1949, Witness our hand and seal.

For the Class
DONNA MELNICK
NANCY SULKIN
ALVIN SOMERS

# OUR CLASS IN SONG

Anne Oynmous Sugarman

Carol Adler — WHISPERING

Rachel Balkin — OH, HOW I HATE TO GET UP IN THE MORNING

Elaine Barron — DARK EYES

Carey Bourke — COUNTRY STYLE

Edward Bromberg—YOU CALL EVERY-BODY DARLING

Susan Proger, Susan Cohn — LADY(S) BE GOOD

Daniel Doctor — IN A LITTLE BOOK SHOP

Anne Eiseman — PIANISSIMO

Ruth Forman — SPEAK LOW

Ruth Freeman — HAIR OF GOLD, EYES OF BLUE

Paul Friedman — PERSONALITY

Martha Goldberg — SUNFLOWER

Walter Goldfarb — WHAT DID I DO?

Carl Gordon — THAT RED-HAIRED GAL

Roger Gould — TAKE ME OUT TO THE BALLGAME

Robert Herman — BABYFACE

Barbara Hoffman — SAY NO MORE

Dianne Isaacs, Shirley Wax — I'M A BIG GIRL NOW

Richard Koplow — DON'T FENCE ME IN

Donna Melnick — IT IS TRUE WHAT THEY SAY ABOUT DIXIE?

Richard Lewis — O.K. LEWI(S) DROP THAT GUN

Harry Oppenheim — I'M JUST WILD ABOUT HARRY

Betsy Porter — THAT'S MY DESIRE

Dorothy Reinhart — AL OR NOTHING AT ALL

Carol Silversmith — THE DICKEY BIRD SONG

Carol Sallinger — UNTIL

Nancy Seegel — CALIFORNIA, HERE I COME

Eda Small — A GAL IN CALICO

Alvin Somers — HEARTBREAKER

Sidney Stern — COMME CI COMME CA

Anne Sugarman — THE MONEY SONG

Nancy Sulkin — AND THE BAND PLAYED ON

Rusty Wainer — LOVE SOMEBODY

Lennard Wharton — FARAWAY PLACES

Janet Wolk — KEEP SMILIN'

Ellen Berman, Judy Rubin, Judy Karmazine, Joanne Karp, Davida Gordon — THE THINGS WE DID LAST SUMMER

Richard Cole, Richard Daitch, Richard Morrison — OPEN THE DOOR, RICHARD(S)

Barbara Simons — IN THE STILL OF THE NIGHT

Susan Thurman — IF YOU KNEW SUSIE!

Confirmation Class—THERE'S A GREAT DAY COMING!

Torchbearer Staff — SO TIRED

Mrs. Finstein's Class — FEUDIN' FUSS-IN' AND AFIGHTIN'

Mr. Gordon's Class—YOU WERE ONLY FOOLIN'

To Rabbi Mandel — SMOKE GETS IN YOUR EYES

THE FACULTY

(*Left to Right*)

ROW 1: Mrs. Zakon, Mrs. Marcus, Mrs. Rosenberg, Mrs. Goulston, Mr. Nemzoff, Rabbi Mandel, Mrs. Finstein, Mrs. Linsky, Miss Spelfogel, Mrs. Flax.

ROW 2: Mrs. Kane, Mrs. Tumaroff, Miss Block, Mr. Gootkin, Mr. Goorvich, Miss Lief, Mr. Bornstein, Mrs. Harting, Mrs. Kandler, Mrs. Beauvais.

ROW 3: Miss Galer, Mr. Gordon, Mr. Bass, Mr. Adler, Mr. Rosen, Mr. Klein, Mrs. Seligson, Mr. Rosenthal, Mr. Korinow, Mrs. Alpert, Miss Weiner.

ABSENT: Miss Barish, Mrs. Margolis, Miss Fine, Mrs. Feinberg, Mr. London, Mr. Resnick, Mr. Lurie, Miss Rosenstein.

# OUR SCHOOL

# PRIMARY GRADES

### OUR HOLIDAY FUN
### PESACH

Linda Seltzer, Grade 3

When Pesach comes around each year
It brings us happiness and cheer.
We love to hear the story told
Of Moses and Aaron, — God's messengers bold.
And how they saved their Hebrew band
From suffering death at Pharaoh's cruel hand.
So we have Pesach, a happy holiday,
To remember our freedom which God gave us
In His wonderful way.

### PASSOVER

Susan Spiegel, Grade 3

What I like about Passover is:
I like the parties we have in Sunday School.
I like the parties we have at home, too.
Sometimes I find the matzo that Grandpa hides.
We have a lot of fun.

### PASSOVER

John Goldman, Grade 3

I like Passover because —
I like to look for the matzo.
I like the dinner we have.
I like to read from the Hagadah.
I like to sing the songs.

### FROM EGYPT LAND

Carol Jane Alpert, Grade 3

They came out of Egypt, no time to bake their bread;
Led by a brave leader who was bold and not afraid.
Each one helping the other, striving to do his part;
On to an open desert land but none was sad at heart.

### PURIM

Carol Kurson, Grade 3

Purim is a lot of fun,
We go around in costume scaring everyone.
We hear the story of Esther,
And hamentashen we'll eat,
Then to our good friends,
The story we will repeat.

### HOLIDAY FUN

Stephen Snyder, Grade 3

Chanukah, Chanukah
Oh, it is so much fun!
There are presents to be given,
Dredels to be spun
I love Chanukah
With its candle eight,
And its lovely presents
And time to stay up late.

### CHANUKAH

Robert Golden, Grade 3

The Maccabees fought the Syrians,
The Maccabees so brave and bold.
At last the Syrians gave up
Because this army they could no longer hold.

The Jews cleaned up the Temple that night.
Once more it was a beautiful sight.
The people were once more ready to pray, when someone said,
"Lo, there's no lasting light above our rabbi's head."

Only one cruse of oil could the people find.
This they put into the light, believing it would last only one night.

But it lasted eight days: and the tale is still told
Of the miracle that took place there in the days of old.
So we celebrate Chanukah each of eight nights
And retell the story as we kindle candle lights.

## WHAT I LIKE

Arleen Litner, Grade I

"Mother's Gone A-Marketing on Shabbas" is the song I like. I like to see movies in Sunday School. I like to hear stories in Sunday School. I like to color.

## WHY I LIKE SUNDAY SCHOOL

Rosalyn Cutler, Grade 2

I like my teacher very much,
I like the children too,
I like the movies and the plays
And all the things we do.

## WHY I LIKE MY TEACHER and WHAT I LEARN IN SUNDAY SCHOOL

Joan Maltz, Grade 3

I like my Sunday School teacher. She tries to teach us interesting things. We all learn about Passover and she teaches us the Four Questions for Passover. And she gets plays ready for the children, all about Alef-Base and all other plays. We learn Hebrew prayers and songs and the alef-base. And she tells us interesting stories that happened years ago.

## PRAYER

Robert Golden, Grade 3

The God that I believe in,
Lives away up high
Above the white clouds
In the blue sky.
You are the One who watched me
All through the night,
And you never let me
Out of your sight.
So to You I pray
That you will keep me
Through the day.

## HOLIDAYS

Nancy Myers, Grade 4

Rosh Hashonah is the New Year,
On that day we pray in solemn songs.
On the serious day of Yom Kippur,
We're sorry for all our wrongs,
On Succoth we build our Succah,
We're very jolly then.
On Hanukkah we give and get presents,
And cheer for the Maccabeans.
Arbor Day is the birthday of the trees,
For trees in Palestine we pay.
On Purim, Esther saved her people,
That is a happy holiday.
On Passover in Egypt God's Angel made his way
And the Jews left Egypt land the very next day.
On Shabuoth we got the Torah
To guide us on our way
And now for all our graduates we hold a confirmation day.
And then of course throughout the year,
We have the Sabbath to give us rest and cheer.

## BOOKS I ENJOYED

Linda Seltzer, Grade 3

I have read many books while in the third grade. I liked the following books best. WHAT DANNY DID has many delightful stories in it. One of the stories I liked was the one that told how mother and daddy were fooled on Purim. But there are other good stories too. I think children who are four to ten years will enjoy this book.

In the book LITTLE NEW ANGEL there are stories that almost any child will have fun in reading. One of the best stories is called TISGGELEH MIGGELEH.

Another book which I enjoyed is DOWN HOLIDAY LANE by Rose W. Golub. This is a very good book for children from eight to eleven years of age. The book is about two children who went to ancient Palestine. There are also old legends such as *Joseph, the Sabbath-lover,* and *Asleep for Seventy Years.* The part of the story I liked best is called *Purim in Palestine.* I like that part best because it tells how the people in Palestine celebrate Purim.

GRADE I

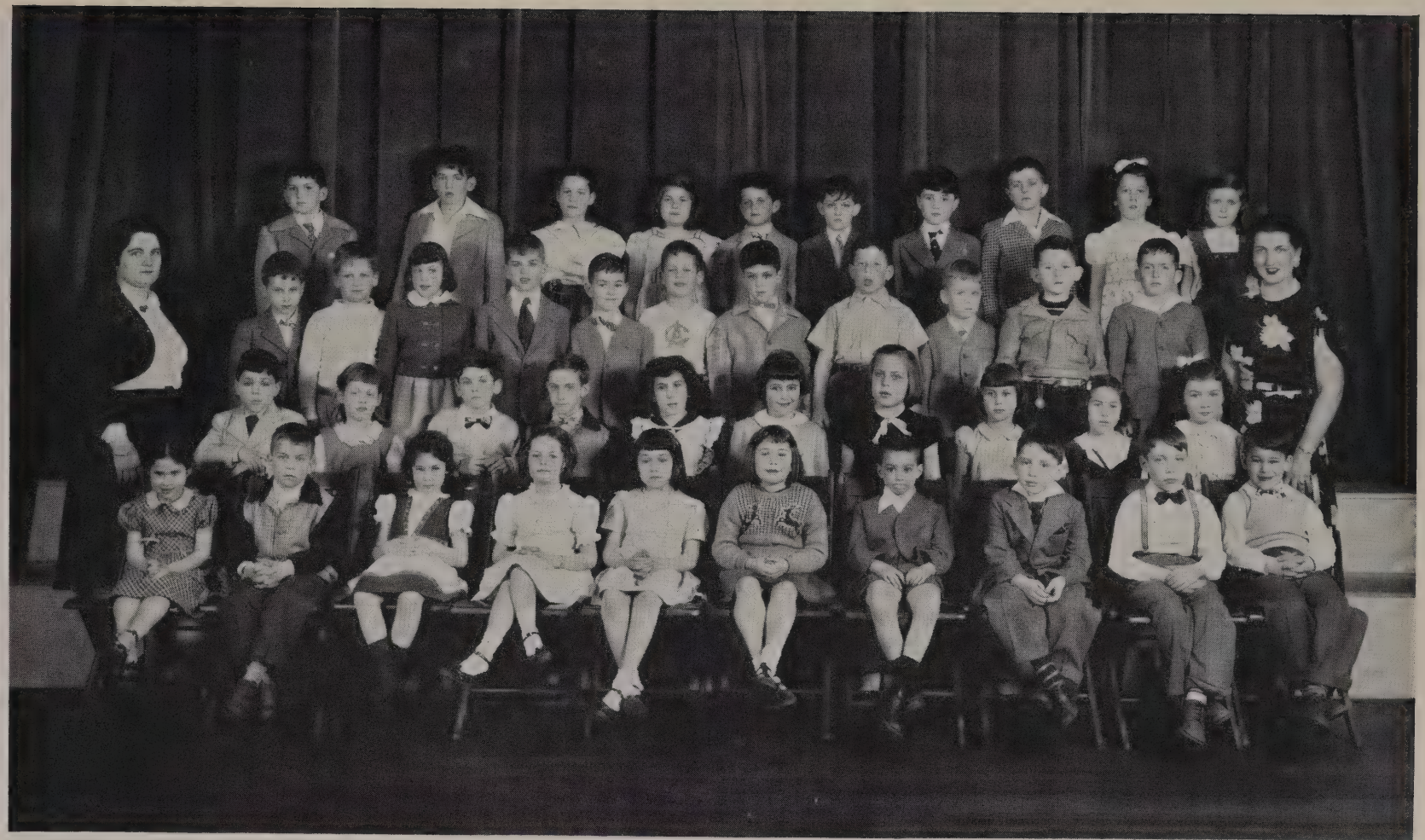
(*Left to Right*)

FLOOR: David Starr, Richard Wyner, Judith Harmon.

ROW 1: Susan Swartz, Myra Levine, Roger Goldstein, Deborah Fine, Richard Schaye, Neal Gray, Susan Shain, David Katz, John Graham, Nancy Greenbaum.

ROW 2: Mrs. Fannie B. Linsky, Joel Finley, David Shikes, Herbert Finley, Robert Cahners, Paul Rovner, Ronald Rubin, Stephanie Simon, Lee Wernick, Robert Rosenthal, Robert Bornstein, Miss Maxine Galer.

ROW 3: Jane Rotenberg, Charles Kaplan, David Albert, Richard Milhender, Edward Kaplan, Jonathan Karp, Stanford Goldman, Harold Weintraub, Jill Madfis, Daniel Gorman, Joyce Gorman.



GRADE I

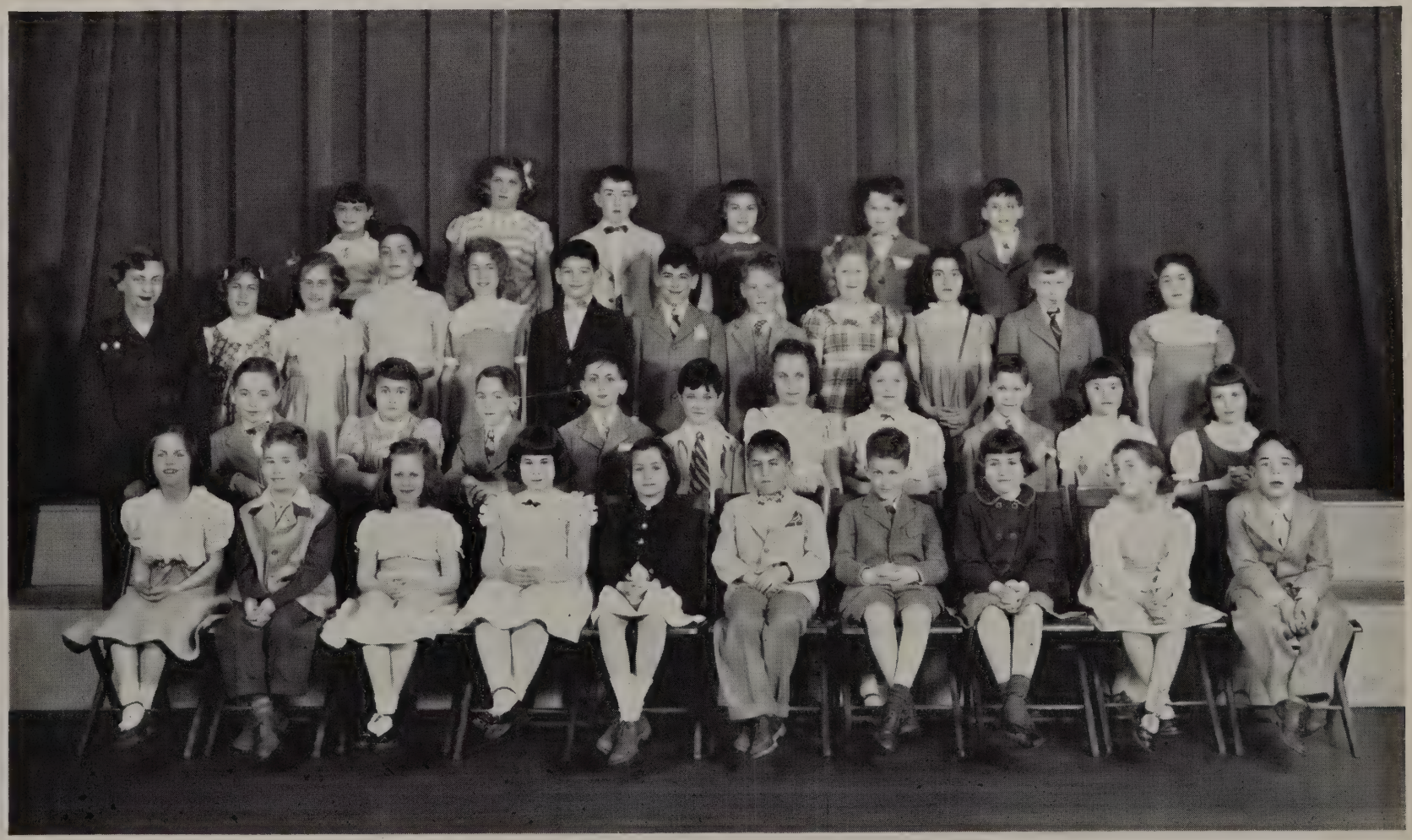
(*Left to Right*)

ROW 1: Linda Lewis, Harry Simons, Barbara Katz, Eleanor Weiss, Elaine Robinson, Judith Seidel, Peter Kaplan, Alan Goldberg, Edward Alpert, Howard Gorney.

ROW 2: Clifford Adelman, Janet Wasserman, J. Miles Ketover, Arnold Lasker, Carol Sudhalter, Marjory Nathanson, Brenda Gundling, Carol Levy, Susan Cooper, Vivian Gilman.

ROW 3: Miss Voltairine Block, Joel Reingold, Stephen Prince, Nancy Bayard, Harry Silverman, Ronald Horowitz, Robert Goldman, Matthew Feinberg, Paul Weinbaum, Peter Goldstein, Peter Glazier, Peter Spector, Miss Selma Lief.

ROW 4: David Selgison, Gerald Sack, Marjorie Serkin, Peggy Rosenbaum, Richard Howard, Robert Bernat, Jeffrey Gustin, Lester Slate, Nancy Horowitz, Susan Sheinwald.



GRADE II

(*Left to Right*)

ROW 1: Betsy Cohen, Stephen Kaufman, Nancy Fruitman, Ruth Rubin, Marilyn Goldman, Charles Goldman, Charles Rosenbaum, Susan Wilcon, Barbara Raphael, Aaron Weintraub.

ROW 2: David Shapiro, Miriam Wasser, Barry Solar, Gerald Tishler, Ronald Dockser, Linda Rubin, Toni Kadetsky, Lawrence Weisberg, Barbara Fleischer, Lana Levin.

ROW 3: Mrs. Ben Rosenberg, Priscilla Fox, Joanne Franks, Charles Prince, Eunice Gorman, John Starensier, Fred Pritzker, Robert Pearson, Minna Horovitz, Amy Brilliant, Robert Beal, Pauline Gorman.

ROW 4: Ellen Kaplan, Judith Nadell, Roger Wasby, Susan Wensky, Marcus Strock, Ronald Brown.

GRADE II

(*Left to Right*)

ROW 1: Loris Phillips, Benjie Lewis, Carolyn Goldman, Barbara Widett, Donald Winer, Cynthia Hertz, Joan Gordon, Naaman Mahlowitz, Betsy Tichnor, Norman Holcomb, Betsy Banquer, Roslyn Abrevaya, Kent Martinson.

ROW 2: Frances Rosen, Priscilla Beckwith, Ellen Holtz, Richard Danziger, Sally Fain, Carol Stellar, Amy Stellar, Malcolm Berman, Kenneth Olken, Peter Traynor, Richard Cohen, Joyce Perkit, Rosalind Wayner.

ROW 3: Mrs. Doris Zakon, Paul Castleman, Jane Brown, James Saklad, Edward Bayard, Rosalyn Cutler, Steven Goldberg, Beverly Pivnick, Judith Winograd, Ralph Jaffee, Gene Samburg, Philip Phillips, Nancy Franks, Mrs. Marjory Harting.

GRADE III

(*Left to Right*)

ROW 1: Elisa Romberg, Alice Jacobson, Alan Berger, Kenneth Dana, Ira Freedman, James Sudhalter, Daniel Weiner, Stephen Snyder, Betty Rabb, Alan Horowitz.

ROW 2: Ruth Nemzoff, Janet Perlmuter, Mark Robinson, Eugene Ring, Kent Barrabee, James Burgin, Marjorie Wallace, Priscilla Housen, Janet Lebowich, Carol Kurson, Howard Muellner.

ROW 3: Stephen Marglin, Linda Seltzer, Robert Kantar, Daniel Morrison, Bruce Swerling, John Goldman, Mathew Rubin, Harvey Simons, Saralee Rosen, James Berenson, Claudia Aarons.

ROW 4: Allan Warsowe, Robert Frutman, Richard Sheinwald, Judy Tarlin, David Trilling, Susan Spiegel, Stephen Secunda, George Yaffe, Joseph Zophin, Jay Porter.

GRADE III

(*Left to Right*)

ROW 1: Stuart Gray, Jimmy Litvack, Alma Swartz, Howard Rosenthal, Joan Adess, Robert Wainer, Jerry Goldman, Roger Levine, Robert Ginsburg, Joan Dretler.

ROW 2: Mrs. Leah Marcus, George Pransky, Carl Finkelman, Arthur Gold, Alan Howard, David Shikes, Robert Golden, Jane Hirschfield, Helen Goldberg, Caryn Finard, Clare Finard.

ROW 3: Ronnie Rossman, Joan Maltz, Stephen Lash, Paul Levi, Joanne Werner, Barry Sidel, Kenneth Koplow, Judy Greenbaum, Dickie Cohen, Ferne Alpert.

ROW 4: Amy Greenfield, Carol Alpert, Lee Bloom, Alan Gordon, Priscilla Glaser, Peter Derow, Anne Morrison, John Wineapple, Janet Wyzanski, Marcia Levensohn.

# INTERMEDIATE DIVISION

### SABBATH CANDLES

Louise Weintraub, Grade 4

The Sabbath candles are shining so bright
On every single Friday night.
They are such a pretty sight
With their little orange lights.
We love the Sabbath with all our might
With its candles, so nice and white.

### HOLIDAYS

Steven Popell, Grade 5

I like the many holidays,
With Succoth and Passover, too,
I like Purim and Hanukah also,
I'm so glad I am a Jew.

### CHANUKAH

Susan Sugarman, Grade 5

Chaunkah is glad and gay,
We go to Temple every day,
It is the happiest day of year
And we give thanks and have good cheer.

### PURIM

Linda Michaelson, Grade 4

Oh Purim, Oh Purim, it's a very jolly time,
We sing and we dance and we play and we dine.
We all are very, very gay
Because good Queen Esther saved the day.

### PESACH

Myra Small, Grade 4

On Pesach we have a seder
With lots of things to eat;
There's salt water and parsley
And the roasted meat.

We hear the story of the Egyptians
And how they were so cruel,
At the time of our great Moses,
When Pharaoh o'er Jews did rule.

### OUR PROJECT

Jerome Somers, Grade 4

Our class made trays for the first project in the fourth grade. We wrote a prayer on the tray, too. It was a very interesting project. It was the first really attractive project I've ever made. In the middle was a picture of a bowl of fruit. Mrs. Alpert helped us make it.

### OUR PLAY

Susan Slate, Grade 4

Mrs. Flax's fourth grade was chosen to put on the Purim play this year. We were all happy about putting on our play. The name of our play was "A Yes Yes Queen." At first Esther said no to everything. Later when she became Queen, she said yes to everything. Louise Weintraub was my child. Did you like our play?

### OUR CLASS ACTIVITIES

Marjorie Solo, Grade 4

This year in Miss Flax's fourth grade, we made beautiful trays. Each tray has a prayer and a picture explaining the prayer. I painted the prayer over the lighting of the Sabbath candles, and then I painted a picture of a mother blessing the Sabbath lights. Some of the other children painted the prayers of the blessing over bread, over fruit or wine. I will always keep this tray and remember the good time I had in the fourth grade.

### PURIM

Myra Small, Grade 4

Purim is a gay time
With masquerading fun
Three cornered cakes of Haman's hat
Called hamantashen.

## SUNDAY SCHOOL

Fred Wilcon, Grade 4

In Sunday School we work and play
In a very, very happy way.
We have Hebrew, history and all
Until we hear the last bell's call.

## MY FAVORITE PLAY

Irvin Gerofski, Grade 5

My favorite play was the one that our room put on. I was the publisher. There were also characters named K'ton-ton, little girl, little boy, Pharoah, Haman, and the wise man of Helm. The publisher tried to get the boy and girl to read books. But the boy and girl liked to read comic books instead. So K'ton-ton came along and started to introduce different book characters to the boy and girl. Finally the play ends with the boy and girl having books in their hands and reading.

## WHY WE SHOULD GO TO HEBREW SCHOOL

Barry Simmons, Grade 4

We all should go to Hebrew School to learn our Hebrew language. We have a State in Israel, and we must know the language of our people. We have games and stories and lots of fun in our Tuesday and Thursday Hebrew classes.

## SUNDAY SCHOOL

Esther Jacobson, Grade 4

Every Saturday night
I think of the future day,
Of all the fun I will have
When I learn and pray.

When I come home from Sunday School,
There are many things to do
And one of the most important is
To study my history and Hebrew.

## WHY I LIKE SUNDAY SCHOOL

Joanne Werner, Grade 3

I like the teachers in Sunday School because they try to understand the pupils and they help us to learn the story of the Jews.

I enjoy being with my friends. I enjoy being with them in assembly where we see Jewish holiday plays.

Last of all, I like the stuffed birds in the chest in the hall and the little Torahs they have in them. Frankly, I just about like everything in Sunday School.

## PURIM

Barbara Blank, Grade 5

Queen Vashti wouldn't obey,
So King Ahasuerus sent her away.

He chose a new queen, Esther by name,
And by being a queen, she won her great fame.

Haman, the Prime Minister, made a proclamation
That everyone must bow down to him all over the nation.

Everyone did but Mordecai the Jew,
He said he'd bow only to the real God who was true.

So Haman wanted it stopped with a bang
He told the King all the Jews he would hang.

Mordecai told Esther, the Queen so fair,
To tell the King of Haman's plan; she said she'd dare.

She invited the King to two grand feasts
And then all her troubles ceased.

Esther told of Haman's cruel plan
The King said Haman he would ban.

So, Haman was hanged on the gallows meant for the Jews;

And now we have Purim for me and for you.

## CHILDREN'S SERVICES

Michael Harting, Grade 5

On Saturday morning, as you should know,
To children's services we often go.
There we listen to Rabbi Mandel,
While beautiful stories he does tell.
The Torah Service is usually read
After the blessings that are always said.
Many times there is a treat —
They give us toys or things to eat.
These services are lots of fun
For parents, children, and everyone.

## MY FAVORITE ASSEMBLY

Elizabeth Marcus, Grade 5

The assembly I enjoyed the most was when we had a girl from India speak to us. She told us all about India, and compared her Sunday Schools to ours. She came over here to learn Hebrew so that she could go back to her own land and teach it to the Indian children there. She gave us a chance to ask her all kinds of questions. She was indeed worth listening to, and we certainly learned a great deal that day.

# A GREAT THRILL

JANE THURMAN, Grade 6

Today was the big day, — the day we had waited so long for. Washington, the Inauguration, grandfather, the parade, — these were the thoughts that whirled through my head as I hurried down the stairs carrying my grip in one hand and my hat in the other.

We arrived at the airport just in time to catch our plane. It was very cloudy and the sky was menacingly black. After what seemed a long while, there was a burst of power and off the ground our winged bird flew. We were sailing over housetops, and far below us the houses and automobiles, and buildings seemed no more than little toys. Soon we rose above the clouds and moved through endless sky.

When we landed in Washington, Grandmother and Grandfather met us at the airport. You see, we had come to Washington not just to see the Inauguration, but to hear Grandfather, Rabbi Samuel Thurman, say the prayer at the inauguration ceremony. It was the first time in American history that any person of the Jewish faith had been given this great honor. Grandfather, however, was just as humble and God-loving in the face of this great honor as he had ever been.

We hailed a cab and were on our way to the hotel. The driver knew all the sights and pointed them out to us as we rode along.

"There's the Lincoln Memorial," he said pointing out a massive white marble building supported by large pillars. "And that building in the distance, — silhouetted in crimson sunset — that is the Capitol."

The large gray imposing buildings which lined the streets were decorated in flaming banners of red, white, and blue. The hotel was buzzing with excitement. In the lobby many notables, guests, and visitors were standing, discussing the impending events. Finally we went into the elevator and into the quiet of Grandfather's room.

The evening went by all to soon, and as we were going home we suddenly saw a spectacular flaming sight: — rockets shooting through the air and bursting out in blazing colorful fire, filling the universe with light for a fleeting moment, — and then gone forever.

The next morning I arose early and anxiously looked out the window to see what kind of day it was. The sun was just coming up, but there seemed to be a chill wind outside. Soon my parents awoke and we spent the early part of the morning with my Grandparents. Grandfather was dressed in a top hat, morning coat, and formal stiff collar. We all left together for the Inauguration ceremonies. All along the streets, people were all waiting for the procession to begin. I was amazed at the solemnity of the crowd.

To get to our seats, we had to go through the halls of the Capitol, where life-sized pictures, which seemed to stare me in the face, hung. We were surrounded by notables who knew some of the people in the procession by their first names. What a thrill it was to me to be so close to people who had been just names in the news up to that time! I could almost reach and touch some of the people who are making history! From where I was sitting, I could see the television and movie cameras staring me in the face. All around me there were reporters and cameramen taking pictures. Directly in front of me was a platform on which were seated the President and his family, the Vice-President, the Supreme Court Justices, speakers, Cabinet members, Senators, and ministers.

Then the program began. The Protestant minister speaks the invocation. Thousands of people wait with baited breath for the beginning of the STAR SPANGLED BANNER. The singer rises, his melodic voice streams out over the crowd. Hats are held over hearts in reverence to Old Glory. And then Vice-President Barkley is sworn in.

And finally the great moment arrives. The President then mounts the steps and takes his oath of office as the cameras click and record the moment for all history. A nation sees a president sworn in and nods its approval by a tremendous ovation from the crowd. And now comes the great moment for us: Grandfather mounts the platform where only a moment before the President of the United States had stood. Grandfather cleared his voice and began:

"Lord, God of all the nations! The hearts and mind of this nation turn to Thee in this solemn moment in prayer and gratitude . . ." "We pray Thy special blessing upon him and his dear ones. Chosen by the people to be its chief magistrate, may the people's confidence in him never wane. May he continue to hold the high convictions . . . which have won for him the people's faith and admiration.

"Oh, Lord, make us more worthy of all Thy blessings, to the end that both leader and people may continue to find favor in Thy eyes, and so live and serve that Thy glory, Thy power and Thy majesty may abide with us forever. Amen."

Everywhere, as far as one could see, people sat hushed and reverent and listened to the beautiful words of Grandfather's prayer. It was truly a great moment for everyone, — for Grandfather, for the Jews of America who were honored through Grandfather's part in the program, — and for me especially, it was an experience which I shall always remember.

## WHAT I HAVE LEARNED IN SUNDAY SCHOOL

Lawrence Gorin, Grade 6

In Hebrew I have learned how to read more smoothly and I know more prayers than I used to.

In History I have learned about the Talmud Torah and how the Jews lived in the Golden Age, and during the crusades. Also I have learned about great Jewish poets, and famous poeple.

In Biblical Literature I have learned how the Jews lived during the time of the prophets. The part I liked best was about Elijah at Mount Carmel when the worshippers of Baal were trying to show what they could do but nothing happened. This year we have had many assemblies. The ones I liked best was when we spoke with Rabbi Mandel — in a program called ASK THE RABBI, and the movie on Purim and Hanukkah.

## LOST?

Jane Thurman, Grade 6

I sit here as the clock strikes one
And think of things I might have done.
I think of dreams now long gone by,
But life is cruel, and I must die.
I'm here among the slums you see,
The world has no more use for me.
I was a writer bright and bold,
Then I was young, but now I'm old.
Then I wrote the truth, you see,
But men haven't use for truth, or me.
A burning passion I had within.
I wanted all men free from sin.
And so I wrote, I wrote the truth
But what's the use, but what's the use.
I cannot write the truth for you
You just believe what think's true.
But that's the folly of all men
Proved in life again and again.
Each has his narrow point of view
Each wants to think that his is true.
I wanted all men free from hate
(But that's a pure idealist's fate).
I thought that this could soon be done
But I was wrong, the world has won.
But what has God put us here for
But to overcome fate and to freedom soar.
And man must live on still; he cannot die
I'm not defeated yet, again I'll try.

## SOME SIXTH GRADE HEROES

Susan Harwich, Grade 6

In the sixth grade, we have studied about many Jewish scholars. In the following composition I will tell you about some of the scholars whose lives we have studied and about some of their great accomplishments.

Jochanan ben Zaccai was a famous Rabbi and teacher. During the war with Rome he organized a school which was not destroyed during the war. Perhaps you have heard of Jochanan ben Zaccai and the way his scholars carried him out of the city pretending Jochanan was dead.

Judah-Ha-Nasi was the famed scholar who put together the book of oral law called the Mishnah. Judah-Ha-Nasi was often referred to as "King of the Jews." He was president of the Sanhedrin, which was the Jewish council.

Judah Halevi was a very famous Jewish poet. He was called "The Sweet Singer of Zion."

Maimonides was the greatest of all. He is in Jewish history, "The Second Moses." He wrote a great many books. One of them his most famous is "*Guide to the Perplexed.* The other two books were *The Light,* and *Mishnah Torah.*

Abrabanel was treasurer to the King of Spain. Though Jews at that time were not supposed to hold an office, Abrabenal was chosen because the King had heard reports on his loyalty and honesty.

## OUR STUDIES

Carol Jacobson, Grade 5

In our Hebrew class, we study Jewish history and Hebrew. Our teacher reads stories from the Bible and we draw pictures of holiday scenes. We have an interesting workbook where we put the answers to our questions. There are also many plays and movies which we see at assemblies. All in all, I like my Sunday School class very much.

## PURIM

Miriam Silbert, Grade 6

Purim's a holiday that is so very gay,
We celebrate it in many a way.
Mordecai, Esther, and poor Haman too
Made Purim fun for me and for you.

We play and laugh and have candy to eat
The Hamantaschen are really a treat.
With costume and gregger we make so much noise
No wonder Purim's such fun for girls and for boys!

GRADE IV

(*Left to Right*)

ROW 1: Marjorie Solo, Louise Weintraub, Richard Feldman, Michael Troderman, Warren Simmons, Fred Wilcon, Mrs. Eleanor Goulston, Barbara Goldstein, Susan Stone, Josie Kaplan, Myra Small, Casey Sulkin, Mark Silverman.

ROW 2: Mr. Irving Bass, Teddy Wasserman, Richard Raphael, Donald Kaufman, Dolores Laven, Joan Widett, Eleanor Levy, Nancy Myers, Susan Davis, Ellen Gorman, Nancy Gorney, Susan Jaffe, Barry Simmons, Marjorie Bluestein, Judith Towvim, Mrs. Harold Flax.

ROW 3: Frank Greenberg, Sherry Alperin, Eva Horovitz, Josephine Goldman, Joan Rosenthal, Ann Rosenthal, Gail Spivack, David Bakst, Susan Slate, Paul Wasser, Michael Goldberg, Ira Gorman, Amy Alpert.

ROW 4: Phyllis Golub, Brenda Jaffee, Lawrence Fain, Richard Freedberg, Jack Goldberg, Michael Brody, Michael Swartz, Paul Pearson, Henry Romberg, Richard Katz, Carolyn Kleinman, David Koplow.

GRADE IV

(*Left to Right*)

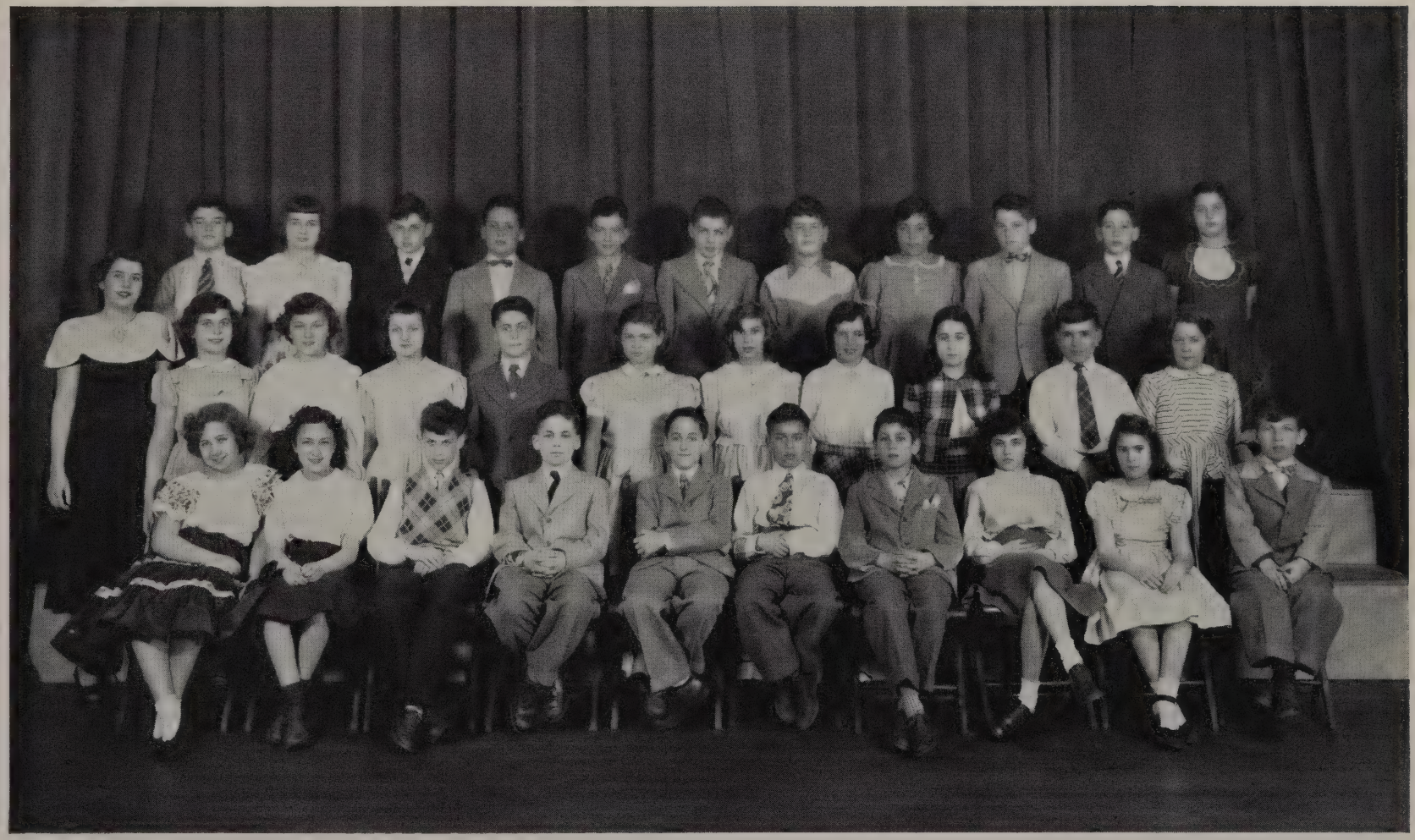
ROW 1: Babette Hanauer, Daniel Thurman, William Pokross, Mildred Cooper, Constance Fred, Judith Cohen, Jean Castleman, Florence Licker, Wendy Fox, Geraldine Milhender.

ROW 2: Mrs. Theodore Feinberg, Sandra Cutler, Paul Yaffe, Richard Sharf, David Young, Jimmy Levi, Steven Lerman, Gail Gundling, Richard Fields, Tony Gordon, Marcia Huberman, Mrs. Simon Kandler, Louise Yesley.

ROW 3: Jeffrey Kowal, Lois Wayner, Linda Michaelson, Jimmy Albert, Richard Solar, Woody Klebenov, Arthur Levin, Nancy Sharf, Joyce Saxe, Lois Fleischer.

ROW 4: Patricia Stern, Nancy Milhender, Judy Frieze, Jonathan Lurie, John Levenson, Judy Bond, Esther Jacobson, Nancy Stearns, Susan Gordon, Charles Robbins, Kenneth Hablow, Elsa Wharton.

RABBI IRVING A. MANDEL
MR. REUBEN LURIE
} *Teachers*



GRADE V

(*Left to Right*)

ROW 1: Marjorie Shain, Nina Goldberg, Nathan Rosenbaum, Robert Schaye, Don Samburg, Alan Caplan, Donald Koleman, Elizabeth Marcus, Barbara Goldman, Stephen Schein.

ROW 2: Mrs. Rhoda Kane, Linda Poorvu, Grace Deutschman, Virginia Franks, Richard Herman, Jane Stoneman, Susan Bloomberg, Jane Brenner, Susan Diamond, David Balkin, Jane Holtz.

ROW 3: Richard Meyers, Betsy Wolman, Stephen Alpert, Peter Winograd, Richard Horwitz, Merrill Berman, Alan Yaffe, Margery Weinbaum, Donald Mordecai, Richard Nathan, Judith Hyde.

GRADE V

(*Left to Right*)

ROW 1: Andrea Albert, Mark Robbins, Joan Summerfield, Ina Sack, Marjorie Myers, Joan Katz, Robert Warsowe, Esther Hyneman, Sheila Levine, Beatrice Wolfner.

ROW 2: Mrs. Yemima Seligson, James Pritzker, Jane Lewis, Sandy Sondheim, Eliot Bernat, Ellen Goldman, Rona Savel, Glenda Danziger, Judy Poorvu, Jimmy Sallinger, Mr. Harold Goorvich.

ROW 3: Judy Finn, Louise Olken, David Phillips, Harry Wise, Michael Frieze, Joan Seegal, Michael Nieland, Judith Biller, Michael Kaye, Mark Golub.

GRADE V

(*Left to Right*)

ROW 1: John Friedman, Ira Feinberg, Robert Muellner, Susan Sugarman, Richard Steinzig, Gail Lubets, Alan Goldman, David Levi, Arthur Spector, Barbara Blank, Michael Harting, Stephen Palais.

ROW 2: Mrs. Lillian Beauvais, Richard Levine, Edwin Newman, Roberta Fritz, Brenda Isen, Judith Nemzoff, Stephen Miller, Michael Ruttenberg, Susan Parker, Naomi Brisk, Robert Kozol, David Horvitz, Andrew Morrison, Miss Madelyn Spelfogel.

ROW 3: William Mendelson, Michael Gilman, Bennet Serkin, Carl Jacobson, William Trilling, Neil Herring, Alan Robbins, Stephen Brenner, Donald Robinson, Stephen Kramer, Richard Sudhalter.

ROW 4: Diane Zophin, Joseph Porter, Elaine Cotton, Arthur Ullian, Gertrude Price, Selma Gutlon, Ronald Danziger, Steven Popell, Susan Stone, Irving Gerofski.

GRADE VI

(*Left to Right*)

ROW 1: Mark Yesley, James Brown, Aaron Singer, Eliot Morrison, Herbert Bayard, Barbara Kowal, Sylvia Oppenheim, Cecelia Smith, Susan Lasker, Carol Fink, Lenny Resnick, Donald Glazer.

ROW 2: Mr. Myer Gootkin, Paul Spiegel, Stephan Michelson, Maynard Goldman, Charles Simberg, Joseph Gordon, Lloyd Tarlin, John Spooner, Jimmy Harpel, William Dockser, Burton Abelson, Stephen Stempler, Mr. Maurice Korinow.

ROW 3: James Gold, Robert Ross, Eleanor Pearlstein, Janet Morse, Richard Rubin, Richard Yaffe, Lloyd Gordon, Jane Thurman, Geraldine Markun, Stephen Dretler.

ROW 4: Howard Goldberg, Herbert Kahn, Richard Seegal, Larry Dallin, Gail Beckwith, Ruth Greenfield, Stephen Gorin.

GRADE VI

(*Left to Right*)

ROW 1: William Segal, Lois Parker, Susan Harwich, Carol Singer, Joan Blank, Marcia Rosen.

ROW 2: Barbara Lash, Sandra Stern, Michael Price, John Gross, Stephen Porter, Richard Endlar, Ruth Castleman, Sara London, Ann Burmon, Robert Katz, Frances Kaplan, Nancy Goldman.

ROW 3: Mr. Alfred Rosenthal, Paul Goodman, Michael Cohen, Freddy Ginsburg, Thomas Wolf, Edward Goldberg, Michael Forman, Joe Marglin, Elaine Pransky, Philip Markell, Marc Schwarz, Mr. Arthur Klein.

ROW 4: John Morse, Alan Morse, Adrienne Glazier, Carol Canner, Nancy Ross, Constance Glaser, Joan Watchmaker, Betty Cooper, Amy Gordon, Roberta Finkelman, Elsa Finard, Ralph Kemler.

ROW 5: Joan Pokross, Nancy Proger, Barbara Stonberg, Linda Novick, Alice Morse, Barbara Lebowich, Carl Shine, Richard Wolk, Roger Cohen, Wendy Holtz

# SENIOR DIVISION

## PROUD TO BE A JEW

Roger Cohen, Grade 6

I am proud to be a Jew,
Proud of my ancestors noble and true,
Proud of the Jewish heroes of old,
Proud of Hannah and her sons so bold,
Proud of Esther, the Jewess so brave,
Proud of Moses who freed the slaves,
Proud of the Maccabees and their brave crew,
Isn't it wonderful to be a Jew?

## MOSES MENDELSSOHN

Gerald Escovitz, Grade 7
Matthew Levine, Grade 7

In our history class we study about many famous scholars who lived in Germany about the 18th century. One of the most famous men in Jewish history was Moses Mendelssohn. He was born in 1729 in the town of Dessau, a small town in Germany. He studied the Talmud when a boy. He loved to study so much that he would not eat and get exercise; as a result, he became very sick and his spine became bent for the rest of his life.

He loved his teacher so much that when his teacher moved to Berlin, he went there too. There Mendelssohn had a very hard time getting into the city, but finally he was able to go to his teacher's house. There he lived in a garret, very poor, for seven years of hardships and struggle.

However, his luck changed. He was tutor to the children of a prominent citizen, at whose home he had the good fortune to meet Gotthold Lessing. The two scholars became good friends, and Lessing, a Christian, wrote a play about a Jew who resembled Mendelssohn. The play, NATHAN THE WISE, spoke well of the Jews at a time in Germany history when there were still many restrictions on the Jewish. Mendelssohn soon became well known throughout the country and a favorite at the King's Court. He translated the Five books of Moses into German and later translated the Bible. Thus he was able to introduce the German language to the Jews who because of Ghetto restrictions, had not been able to learn it. Mendelssohn's intention was to modernize Jewish learning. When Mendelssohn died in 1786, the Jews lost a great man.

## THE CHILDREN'S SEDER

Miriam Silbert, Grade 6

Last Sunday, April 3, grades six and seven went from the Temple to the Meeting House to see the end of a Purim movie. After it was finished, grades five, six and seven went downstairs to see a model Seder. Mr. Nemzoff was the reader. Richard Bennett first sang the Blessings. Then we said blessings with Mr. Nemzoff conducting them. Then the Four Questions were said both in Hebrew and English; the prayers for Passover were recited and songs were sung, in which the children sang, too. At the tables each person had a plate on which were the following foods: Matzo, bitter herbs, horse-radish, and some candy. At one time the door was opened for Elijah. All and all it was one of the best Seders I have ever attended.

## MIND AT PEACE

Jane V. Thurman, Grade 6

We have lost a very great man today,
Greater even than words can say,
But his spirit will live on forever,
In every good and fine endeavor.
In every man who fights for peace
Truly his teachings must never cease—
He who always honored God
And the paths of learning trod.
Every race, religion and creed
Knew him in their hour of need.
And the truths in his book, *Peace of Mind,*
Will live in the hearts of all mankind.
All will remember and honor his name,
His learning and Godliness brought him fame.
The world has lost a man so great!
He's gone to meet God at the golden gate.

## SHEVUOS

Hilda Abrevaya, Grade 7

Have you ever thought of what Shevuous means? Have you ever wondered why, out of all our holidays, it was picked for Confirmation? When we are celebrating Shevuos, we are really celebrating the birthday of the Torah, and of the Jewish people because we were not a separate people until we pledged ourselves to the Torah and made the ten commandments the guiding light of our lives. That is the reason why Shevuos out of all the days in the year, is the most fitting day for the confirmation of our young people,—the day when they dedicate themselves to the same principles of Judaism which were strength and guide of our forefathers. I think the day was well-chosen.

## WHAT THE BIBLE MEANS TO ME

Judith Sloane, Grade 7

The Jewish Bible has had great influence on the world. It is the most frequently quoted book in all literature, and no wonder. Each word and sentence is written with such care. There is such a glorious ring to each phrase of poetry, so much meaning to each line of recorded history. Although I find it difficult to understand, it is my favorite subject in Sunday School. Studying about the teachings of the great prophets makes me realize how great it is to be part of this great people, my people, the Jews.

## WHY I LIKE ASSEMBLIES

Jane Stonberg, Grade 7

The assemblies in Sunday School are very interesting. When we go to the auditorium at the Meeting House, there is usually some kind of special holiday entertainment prepared for us. Last week we saw a Purim play, another week we saw a wonderful film which told of the Purim holiday. I also enjoyed the "Ask the Rabbi" assembly which we had for the students of our own school. Through these assemblies we can learn a great deal about our history and the Jewish people today.

## THE GREAT MARCH

Suzanne Myers, Grade 7

THE GREAT MARCH was written by Rose A. Lurie. It is a book of stories about great Jewish men and women. Among those whose biographies are included are the following: Sabbatai Zevi, Baal Shem Tov, Moses Mendelssohn, Haym Salomon, Rebecca Graetz. Dr. Theodor Herzl, Chaim Nachman Bialik, and many others. Reading these stories has helped me to understand the times when these people lived and the great things that they did for our people and the countries in which they made their homes. I would recommend this book for all children in the fifth, sixth, and seventh grades.

## ALL ABOUT US

Suzanne Myers, Grade 7

One of the most fascinating books I have ever read is *ALL ABOUT US* by Eva Knox Evans. This book, I think, will help any child to understand that religion and color are no excuse for prejudice.

In the beginning we were all alike. The places in which we have lived have made differences in our color, but that color is only skin deep.

Wouldn't it be ridiculous if we all looked alike? Of course it would; that is why we look different. If we all looked alike, we would not be able to tell each other apart.

In this book, Eva Evans explains our differences and similarities. This is a book that both adults and children can read with purpose. I am sure that after someone has read it, he will feel, as I did, that we are all "brothers under the skin."

## DON'T GIVE IN

Jane V. Thurman, Grade 6

If you're wretched and starving
And your life is not worth a thing,
And you're fighting a losing battle
Don't give in.

If you're down in the pit of despair
And the people around you don't care
Whether you live or die—
Don't give in.

If pools of blood are trickling down your face
And your only thought is to run away with haste,
Fight the battle 'till you win
And don't give in.

If you're outnumbered three to one
And you think your life is done
Fight to the last
And don't give in.

There are lots of things that haven't been done
There are lots of battles that haven't been won
Why do you think Lincoln made good
He didn't give in.

## KEREN AMI (FUND OF MY PEOPLE) REPORT

You all know what the Keren Ami is: the Fund of My People; the money given by us is used to help Jews and non-Jews here and abroad. All of us contribute to this fund because it is our duty to help those who are less fortunate than we. This year our school exceeded even the wonderful record of last year.

The following contributions have been voted by the pupils of the School from the Keren Ami Fund:

| | |
|---|---|
| Committee of One Hundred for Negroes | $5.00 |
| The American Jewish Committee | 5.00 |
| American Jewish Congress | 5.00 |
| Red Mogen Dovid (Palestine Red Cross) | 5.00 |
| Bay State Society for the Crippled and Handicapped, Inc. | 10.00 |
| Common Council for American Unity | 5.00 |
| Federal Council of Church, Dept. of Race Relations | 5.00 |
| The Jewish Braille Institute of America, Inc. | 10.00 |
| Council Against Intolerance in America | 5.00 |
| Mishkan Tefila Museum | 5.00 |
| American Comm. for Relief and Resettlement of Yemenite Jews | 10 00 |
| American Foundation for the Blind | 10.00 |
| Boston Tuberculosis Association | 10.00 |
| Council of Jewish Women | 10.00 |
| Hebrew Immigrant Aid Society | 15.00 |
| Hebrew Ladies' Home for the Aged | 10.00 |
| Home for Jewish Children | 10.00 |
| Jewish Memorial Hospital | 10.00 |
| Jewish Women's Scholarship Association | 10.00 |
| Jewish Tuberculosis Association | 10.00 |
| Noemi Lodge (For Needy Children) | 10.00 |
| The National Farm School | 10.00 |
| United Negro College Fund | 10.00 |
| Boston Committee to Aid the Blind | 15.00 |
| Palestine Pioneer Campaign | 15.00 |
| Jewish Child Welfare Camp | 15 00 |
| Hebrew Teachers' College | 25.00 |
| B'nai B'rith | 10.00 |
| Lt. Hirschel L. Gutman Foundation, Inc. | 10.00 |
| Children's Hospital | 10.00 |
| American Cancer Society | 25.00 |
| Beth Israel Hospital | 100.00 |
| National Council to Combat Blindness | 15.00 |
| Moeth Chitim—Passover Food for Needy | 10.00 |
| National Jewish Hospital at Denver | 25.00 |

## ISRAEL'S PEOPLE

Jane V. Thurman, Grade 6

Marching forward, ever onward,
Staunch and straight and firm they stand,
Fighting for their own free nation,
Fighting for the rights of man.

Refugees from France and Poland;
They who know too well war's tales;
Doctor, lawyer, teacher, student—
All—have trod war's bloody trails.

Pick of all of Europe's peoples
Dared defy a Hitler's might;
Remnants of the mighty nations
Dared to stand and fight for right.

Peoples from the many Ghettos
Knowing war, and sin and strife.
Seen their families killed and tortured,
Lived with hunger, fought for life.

They that come to build a nation
Now defy a desert's might;
To build their lives with worn devices—
Striving towards a new free life.

They, the writers, doctors, poets,
Pushed from out their native lands;
They, the builders of a nation
Hasten to their new homeland.

Fight with elements of nature,
Fight disease, that dreadful foe;
Fight high odds beyond believing,
Wretched, starving, but they go.

Ever forward, ever onward,
Staunch and straight and firm they stand;
Fighting for their own free nation,
Fighting for the rights of man.

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| | |
|---|---|
| Red Cross | 25.00 |
| Dr. Joshua Loth Liebman Memorial Fund | 100 00 |
| Infantile Paralysis (March of Dimes | 35.00 |
| Planting of Trees in Palestine—Palestine Arbor Day | 165.00 |
| Combined Appeal (Assoc. Jewish Philanthropies, United Palestine Appeal, etc.) | 900.00 |
| Youth Aliyah | 75.00 |
| Temple Israel | 50.00 |
| TOTAL | $1820.00 |

## JOSHUA LOTH LIEBMAN

Judith Seltzer, Grade 9

A man's greatness is measured to a large extent
By the people on whom he leaves his mark;
And children are the best testimony of
The effect of a man's ideals and spark.

All this being so merely fosters our belief
That Joshua Loth Liebman has his own hall of fame,
For we, his children will remember far longer
His beliefs and ideals than merely his name.

And, like so many others, we'll be given true hope
Through his words and deeds to all taught;
Our thoughts to him we'll quickly turn,
When, as always, steady faith we will have sought.

This truly, then, is an immortal life
For a man such as he can never die.
He will live in all who need his faith
A guide to all who seek and try.

## UNITED SERVICE FOR NEW AMERICANS

Nancy Seegal, Grade 10

With World War II ending in August, 1945, the people of Europe were homeless and friendless.

United Service for New Americans was formed in August, 1946 by consolidation of two major organizations, National Refugee Service and National Service to Foreign-Born of the National Council of Jewish Women. It assists refugees and displaced persons coming to this country. This agency conducts the greatest welfare service ever provided for the integration of newcomers in the United States. More than 50,000 displaced Jews have arrived in this country since the end of the war. They continually come here at the rate of about 1,800 monthly.

To the majority of the newcomers, U.S. N.A. provides the help to transform their dreams into reality. Its assistance is based on the individual needs of the people who carry the scars of terror and total devastation, who only want help until they may again take responsibility for themselves.

During the period of readjustment, financial help is the major service needed by most of the newcomers. U.S.N.A. helps them to meet their living expenses until they begin to work and become self-supporting members of the American community.

In May, 1948, almost 11,000 persons received assistance from various departments of United Service. Of this number, more than 5,000 that were residing in New York City were given relief, and over 2,000 received casework aid from the Family Service Department. More than 86% of the money spent by United Service for New Americans is for relief and relief services, including food, clothing, shelter, health care, minimum household essentials, and other necessary items.

Helping the newcomer establish himself in an occupation is a most challenging task. In May, 1948, the United Service Vocational Services Department found jobs for 255 DP's and helped 168 others in finding work on their own. An average of 4,000 newcomers are serviced monthly by the Vocational Services Department of United Service for New Americans, which is financed by the $250,000,000 campaign of the United Jewish Appeal for 1948.

Under the new DP act, the United Service for New Americans provides jobs and home assurances for the newcomers. The fortunate ones who are eligible to enter this country under provisions of the DP law are met by United Service for New Americans workers and volunteers at the ports of entry, New York City and Boston (the Eastern Seaboard ports of entry). There they are financially assisted and sent on to their destination. At the point of destination they are met by relatives or workers of United Service for New Americans who take them to their new homes where they begin a new life as Americans.

## THE YEAR'S BEST ASSEMBLY

Stephen Wasby, Grade 7

The year's best assembly was the movie, TOMORROW IS A WONDERFUL DAY. This excellent picture told about a refugee child from Europe who came to a Youth Aliyah children's village in Israel. Unable to forget the horrors of his youth in the terrible camps of Germany, this boy carried all the hate and suspicion with him to Israel. He was unable to accept the realization of his safety and found it difficult to realize that the friendliness of other children, the schools, and opportunities to work together, were true. Finally, through the thrilling experience of being chosen to carry the light from the Maccabeean tomb to his village he realizes that he has truly arrived *home*. The movie was very beautifully filmed and certainly accomplished the purpose of showing how wonderful the Youth Aliyah villages are.

## JASCHA HEIFETZ

Abram London, Grade 8A

Jascha Heifetz, born in 1901, was the son of a humble Russian violinist playing in Vilna with a local symphony orchestra. When he was eight months old, Heifetz loved music so much that he would not stop crying unless music was played. At the age of three he got his first violin and amazed his father with his talent. Heifetz was taken to the conservatory, where the professor admonished his father, saying that a boy of four was too young to be taught. The father was so ambitious that he insisted on his son's being heard. The child played and was proclaimed a genius by the professor.

When he was six, Jascha was giving recitals while other children were playing with blocks. His teacher was the great Leopold Auer, who had taught the most celebrated violinists of the age. The young genius embarked on a European concert tour that was an unprecedented triumph. Thousands sat spellbound at the magic of his music and then fought with the police to get closer to the boy.

He came to the United States for his first concert at seventeen, and was declared by the public, critics, and fellow musicians to be the greatest living master of the violin. Today, his playing is sheer perfection, and his fame is secure among the musical greats of all time.

## CHAIM WEIZMANN

Abram London, Grade 8

Chaim Weizmann, the first President of Israel, was born in a small town near Pinsk, in 1873. Even when Weizmann was young, in spite of his tender years, he was troubled by the fate of his people. As the years wore on, this dominant thought gave way to his chemistry studies in Switzerland and Germany.

After he received his degree, he became a chemist and opened a laboratory in England. When the first World War was at a critical stage and there was a shortage of alcohol, which is vital in the making of explosives, Dr. Weizmann discovered a formula for taking alcohol from wood. When the war was over, the Prime Minister of England, Lloyd George, asked him what His Majesty's Government could do to show its gratitude to him. Weizmann said that he wanted nothing for himself, but all for his people. Lloyd George promised him that England would do all it could to build up a homeland for the Jews. It was then that the Balfour Declaration was issued to bring into reality the promise.

Dr. Weizmann later became President of the World Zionist Organization, and he has done all he can to make Palestine a homeland for the Jews. He has recently been elected President — First President — of the new State of Israel, and at last the dreams of his youth have come true.

## SUNDAY SCHOOL

Judith Seltzer, Grade 9

What will we remember about Sunday School? What connotations and recollections will it bring to mind? It's reasonable to suppose we'll remember the humorous and the serious, the homework and the parties. Probably the first recollection will be that of the protests concerning rising time every Saturday and/or Sunday morning at 8:30. And there's the waiting for the bus if you're on time, or the missing it if you're a half minute late; all combined with the hilarious memories of fun we had on the bus trips. Then, as for Sunday School itself, the long-suffering teacher will come to mind with his patient (but often futile) attempts to insert knowledge into the heads of his socialite pupils. But most of all, Sunday School means that you're proud to be Jewish; that you know about your heritage; that you have a right to be proud of what you are. These memories will be intertwined with remembrances of classes and movies of thought and of fun. The ideals we discussed will become a part of our lives. The association with our rabbis will manifest itself in our relations with others and in our own consciences. For all that Sunday School is, the fun and the work, the parties and the tests, will become a part of us as people and make us the better for it!

## LESSONS FROM THE BIBLE

Lee Ginsburg, Grade 8

In our class we are studying some of the writings from the Bible. One of the most beautiful sections is the Psalms. Many of the psalms are about the beauties of nature and make one think about the spirit behind all the wonderful things of life. It seems so strange that the spirit which we call God can do such things which are indeed miracles. Why is it that if you plant a tulip bulb in the ground in the fall, it blossoms in the spring? Scientists ask these questions and try to find their answers, but how can they know if they are right? The scientists are right until someone else finds a better answer. That is why God and the things He does aren't understandable to the human mind or explainable.

## JEWISH EDUCATION

Janet Wolk, Grade 10

Lord Henry Brougham once said, "Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave." This statement can be truthfully applied to the Jews. No other peoples have been so continually oppressed and ground under the heels of tyrants, and no other people has had within itself the strength and vitality to rise anew and to create.

Perhaps the key to this strength is partly in the love of learning and study which has long been associated with the Jews. The Jews have always realized the deep importance of education and its necessity for survival. Strange to relate, today, however, to many Jews in America, Jewish education presents itself as a problem rather than as a goal. This was not true one hundred years ago . . .

One hundred years ago, every Jew without exception had the opportunity to study. He had a thorough knowledge of the Bible, the Talmud, and the Mishnah. To the Jew at that time, nothing was so important as getting a fine Jewish education, and no one was looked upon with so much awe and respect as were the scholar and rabbi.

The school hours were long and the lessons difficult. Often the instruction would start two or three hours before daylight. The boys were taught until the time for morning services, which took place in the synagogue or in the teacher's home. After the completion of the service, the students would have a quick breakfast and then go back to school until their mid-day meal. After that they would resume their studying once more. There was a short recess between two and three o'clock in the afternoon. From then on the pupils studied until time for the evening prayer after which they went home. Apparently these hours were not sufficient, for even one hundred years ago, students had homework, too.

One might argue that the Jews obtained this knowledge and were especially learned in these religious subjects only because a general education was closed to them. This fact is true, but it must also be pointed out that during our former history, it was not always possible to teach Judaism in our own schools and in the synagogues. Often when in captivity, Jews were forbidden to observe Jewish customs and law, and frequently even to teach the precepts of their religion. Does it not seem strange that today, when we are able to educate our children without fearing the intrusion of Pharaoh's soldiers or of an armed S.S. guard, we do not take full advantage of our opportunities? Today, when we have modern methods and textbooks and buildings, why are we so ignorant of our own people's history and heritage? Why is Jewish education a problem? There are many answers that have been given to this question. Perhaps the following are indicative of the general type:

If you were to ask why children attend religious school, your answer would be — we are "forced" to go by our parents. But are we not "forced" to go to public school too? Other more serious answers, most likely from older students, are—to preserve Judaism, for personal happiness, for protection against the accusation of antisemites, and for the molding of an upright character.

Today, a Jewish education is presented to the child in various forms, and in varying doses. We can trace the formation of religious schools and methods of teaching, their continuation, and often their success.

Starting with the once-a-week Sunday School, we go on to the schools which are in session twice a week. The next stop is the daily Hebrew school and next the Jewish Parochial School. Private Hebrew lessons are also available. The once-a-week and the twice-a-week schools have a general curriculum of Bible, current events, history, literature, etc. In the Jewish Parochial School, these former subjects are taught, and also Jewish music, Jewish religious ideals, and Hebrew. This program does seem quite adequate, and would be, if enough Jewish boys and girls attended these different classes.

In the New York City High Schools Hebrew has been inaugurated as an elective course.

In Jewish life, education will develop brotherhood and character; Judaism will prosper and survive, while self-hate, jealousy and fear will wither and die.

Education is truly the builder and guardian of civilization, but, more than that, it can change a man's existence into a full life.

GRADE VII

(*Left to Right*)

ROW 1: Charles Milgroom, Richard Solo, Alvin Miller, Elinor Golden, Bette Feldman, Judith Fine, Richard Ross, Paul Daum, Elsie Robinson, Paul Hoffman, Kent Savel, Bill Harting.

ROW 2: Michael Koplow, Miriam Engleman, Peter Lesses, Sybil Bornstein, Mrs. Joseph Finstein, Bradley Kuhn, Lois Kane, Arlene Benson, William Gould, Patricia Brown, Sydney Gold.

ROW 3: Linda Lurie, Ellen Morse, Nan Barkin, Arthur Savage, Alan Alberts, Gay Sisson, Walter Phillips, Stephen Wasby.

GRADE VII

(*Left to Right*)

ROW 1: Joel Rostau, Henry Woolf, Barry Weiner, Judy Sloane, Richard Fox, David Wallace, Warren Sharmat, Joy Myers, Barbara Adler, Hilda Abrevaya, Barbara Wegner, Jane Stonberg.

ROW 2: Mr. Roy Rosen, Frank Hershman, Gerald Escovitz, Bruce Beal, Richard Goldman, Norman Robbins, Martin Kahn, David Nadell, Michael Reingold, Frederic Greenman, Ira Kowal, Mr. Milton Bornstein.

ROW 3: Suzanne Myers, Dorothy Seidel, Leah Slater, Roberta Milhender, David Snyder, Billy Kantar, Allen Savage, Karen Slovin, Hilda Brody.

GRADE VIII

(*Left to Right*)

ROW 1: Ella Swartz, Michael Stern, Marion Ginsberg, Carol Trilling, Howard Glaser, Ellin Abrams, Elsa Strauss, Alan Zuckerman, Richard Bennett, David Goldberg, Martin Lerman, Anne Greenberg.

ROW 2: David Rakov, Elinore Rosen, Marjorie Herring, Ruth Richmond, Lorraine Brenner, Sandra Ullian, Larry Sears, Earl Silbert, Jacques Wolfner, John Horvitz, Alan Cohen.

ROW 3: Abram London, Judith Roman, Ellen Derow, Lewis Doctor, Carol Shapiro, Judy Kent, Betsy Berkman, Betsy Cohen, Judith Snyder, Barry Robinson, Jonathan Beckwith, Elaine Levine.

ROW 4: Harvey Towvim, Lee Ginsburg, Jacqueline Markun, Edward Marcus, David Kaplan, Mark Michelson, Steven Cohen, Paul Wharton, Neil Olken, Maxine Levensohn, Elaine Braver, Ruth Brenner.

ROW 5: Stephen Wald, Mr. Milton Bornstein, Laurence Margolis, Mr. Harold Goorvich, Richard Fritz, Mr. Benjamin London, Barbara Cohen, Robin Gordon, Syril Stone, Rachel Sachs.

GRADE IX

(*Left to Right*)

ROW 1: Robert Bourke, Cynthia Korb, Ellen Segal, Elisse Robbins, Muriel Nissen, Suzanne Rosen, Sandra Shohet, Barry Gundling, Laurence Berman, Glenda Marcus, Bessie Robinson.

ROW 2: Merle Mandell, Deborah Mann, Marina Moskow, Harris Stone, Gloria Karp, Lewis Seidenberg, Elsa Kahn, Robert Canter, Frank Sieve, Judith Eisenberg, Herbert Miller.

ROW 3: Audrey Stearns, Ina Smith, Susan Solomont, Nancy Palais, Phyllis Levenson, Judith Seltzer, Ronna Jacobson, Mary Holtz, Dorothy Kemler, Judith Barnett, Judith Mandelstam.

ROW 4: Stephen Morse, Charles Palot, Selwyn Shine, Jerry Siegel, Sanford Kowal, Connie Golub, Allan Greenfield, Arthur Wolman, Fred Sharf.

ROW 5: Mr. Arthur Klein, Mr. Samuel Resnick, Mr. Roy Rosen.

MISS ROSENSTEIN'S CLASS

(*Left to Right*)

BOTTOM ROW: Harvey Sacks, Joel Joseph, Miss Rosenstein, David Neipris, Daniel Freedman.

REAR ROW: Sheldon Freedman, Manfred Sugarman.

PASSOVER SEDER

# OUR ACTIVITIES

## THE TEMPLE JUNIORS

Paul Sack

This year, under the able direction of the officers, The Temple Juniors has expanded tenfold. There was a concerted membership drive which reached its height when ninety people attended an Inter-faith Meeting with the Harvard Street Church, Brookline. Last summer, President Malcolm Rivkin visited the Decatur Leadership Institute of the National Federation of Temple Youth. From this meeting the President returned with many useful and interesting ideas on how to increase the membership and interest of the meetings of The Temple Juniors.

The first meeting of the year was an organizational one, at which the officers of The Temple Juniors were elected. Only because of an exceptional amount of effort by all the officers and members has The Temple Juniors been able to carry out its ambitious program. Rolf Kates contributed much in the planning of the meetings. Elise Glazier not only contributed much to the organization through her work as recording secretary, but did much to help the club with her splendid ideas. Margie Schneider, corresponding secretary, and Treasurer Ruth Pearlstein, deserve special mention for their perseverance.

Early in the year, there were a series of supper meetings, the highlight of which was the showing by Rabbi Mandel of the movies of his Palestine trip. During January, The Temple Juniors visited Brandeis University in Waltham. Those who attended were introduced to the actualities of a modern American University. One of the major events of the current season was the annual National Federation of Temple Youth Convention on November 14, 1948, at which The Temple Juniors were host.

The Temple Juniors have future plans that include you. You, and your support and cooperation are a vital link in the future of The Temple Israel Juniors. Make it your organization!

## JUNIOR CONGREGATION

The Saturday classes had opening services in their classrooms which were based on the portion of the week from the Torah and the Haftorah portion from the latter books of the Bible. In addition, the Saturday classes had a special Memorial Service for Dr. Liebman in October, at which Rabbi Mandel preached. In December, a Hanukkah Service was held and in February a Washington's and Lincoln's Birthday Service was held and on the closing day of school, a special service was held. Mr. Nemzoff delivered the sermons at these latter services. At Hanukkah and Purim, the Parent-Teachers' Association served a special holiday luncheon for the Saturday classes.

## CHILDREN'S SERVICES

Children's Services were held for each of the Jewish holidays and for Washington's and Lincoln's birthday. At most of the Services a dramatic presentation was offered, and songs were sung by various classes. Among the presentations were *HARVEST PAGEANT* for Succoth, *THE HANUKKAH STORY IN SONG* for Hanukkah given by Mr. Bass' fourth grade, *THE FEBRUARY HOLIDAYS IN RHYME AND SONG* for Washington's and Lincoln's Birthday given by Miss Spelfogel's fifth grade, and *THE SYNAGOGUE* for Purim. The Pageant called *THE SYNAGOGUE* was written by Miss Helen Fine of the Faculty and was presented by Miss Fine's and Mrs. Margolis' third grade assisted by some fifth graders. Mr. Adler, our music teacher, taught the songs for many of the presentations at Children's Services and in the Assembly Hall. The attendance was wonderful and the average attendance at all the Children's Services over the year was nearly 500 children.

The services were especially arranged for children by Mr. Nemzoff. Rabbi Mandel preached the sermonette at each of the Children's Services.

## FILMS WE HAVE SEEN

Through the Barbara Hoffman Fund, the School was presented some time ago with a new screen, a movie projector, a stereopticon lantern slide machine and an RCA play-back machine for records. These gifts have enabled us to see many films and slides. During the year, the following films were shown: *THE BIRTH OF A PROPHECY*, telling about the founding of Israel, *TOMORROW IS A WONDERFUL DAY*, telling about Youth Aliyah, *QUEEN ESTHER*, telling about the story of Purim. The Saturday classes also saw several firms on interfaith relations entitled *THE RACES OF MANKIND, MAKE WAY FOR YOUTH*, and *DON'T BE A SUCKER*. They also saw a film on the work of HIAS. Rabbi Mandel showed the Saturday classes his thrilling film called *IN SIGHT OF FREEDOM* which depicted the things he saw during his year in Palestine just before the State of Israel was established. The Sunday classes also saw a program of films of fun for Hanukkah and Bible lantern slides.

DRAMATICS PICTURE

ON GROUND: Warren Simmons, Alma Swartz.

SECOND ROW: Frank Greenberg, Mark Silverman, David Bakst, Phyllis Golub, Fred Wilcon.

STANDING: Barry Simmons, Ira Gorman, Paul Wasser, Louise Weintraub, Susan Slate, Ellen Gorman, Mrs. Tumaroff, Marjorie Solo.

POST-CONFIRMATION CLASS

(*Left to Right*)

ROW 1: James Nathanson, Edward Sack, Stephen Mandell, Arthur Sloane, Rabbi Mandel, Miriam Lyman, Roberta Stahl, Elinor Waldstein, Judith Steinberg, Judith Holtz.

ROW 2: Judith Glazer, Paul Price, Paul Brisk, Annsie Sieve, Elise Glazier, Carole Barry, Irma Hirsch, Jeanne Rudofsky.

ROW 3: Anthony Lewis, Malcolm Rivkin, Karl Schwarzenberg, Paul Sack, Rolf Kates, Elaine Brody, Irma Slovin, Ruth Pearlstein.

## POST-CONFIRMATION CLASS

Rolf Kates

Under the leadership of Rabbi Mandel and Mr. Lurie, the post-Confirmation class has, this year, discussed many phases of Jewish life. As various holidays approached we went deeply into the history of their origins. During other parts of the year we discussed many topics connected with Judaism. Among the most interesting discussions were those concerning the soul, immortality and a comparison of Judaism and Christianity.

Our morning was divided into two hours. The first hour, we were under the tutelage of Rabbi Mandel with whom we talked about the Jewish views on various problems. Towards the end of the first hour, Mr. Lurie would enter the room, ready to give us a more general view of the question which we were discussing with Rabbi Mandel. Our able teachers have led us through many interesting discussions from which we gained a tremendous amount of valuable knowledge.

## PASSOVER SEDER

Three Passover Seders were held for the more than 900 pupils in the School. Boys and girls entered the Social Hall to find tables set with the symbols of Passover, with flowers, with white tablecloths — all giving a festive appearance. The arrangements for the Seder were made by the Room Mothers of the Parent-Teachers' Association who worked hard to arrange Passover foods for this large number of children. Thanks are due to Mrs. Nathaniel P. Wharton, P.T.A. President, Mrs. Abraham Snyder, Chairman of refreshments, Mrs. Lawrence Oppenheim, Chairman of Room Mothers, Mrs. George Markell, Chairman of floral decorations and to the many Room Mothers who assisted. Pupils taking part in the service were, Richard Bennett, Joel Fink, James Gold, Michael Goldberg, Joseph Gordon, Anne Harris, Marjorie Herring, Susan Lasker, Neil Olken, David Seligson, Susan Slate, Stephen Wald, Louise Weintraub, and Mark Yesley. A special Haggadah for this Seder was arranged by Mr. Nemzoff and contained the prayers, responsive reading and singing of the traditional Passover Hymns.

## DRAMATICS

Under the able direction of Mildred Nissen Tumaroff, assisted by Miss Rita Kramer, several plays were presented this season by the students of the school. The year opened with a Succoth presentation entitled *HARVEST PAGEANT*. Mrs. Marcus' third grade offered a play on the Hebrew alphabet. For Jewish Book Month in November, a play was presented entitled *OUT OF BOOKLAND*. For Hanukkah, the fifth grades presented *THE DREIDL THAT WOULD NOT SPIN*. For Washington's and Lincoln's Birthday, Miss Spelfogel's fifth grade presented *THE FEBRUARY HOLIDAYS IN RHYME AND SONG*. Palestine Arbor Day was celebrated at a special assembly at which the play was *A TALE OF THE MOON*. For Purim, a play by Mrs. Marenof entitled *THE YES, YES, QUEEN* was presented by Mrs. Flax's fourth grade. Mrs. Kandler's fourth grade offered an original class play on *THE LIFE OF JOSEPH*. Mrs. Feinberg's fourth grade also presented a class project which told in television broadcast form of the early life of the Jewish people and the story of the Judges. Miss Fine's third grade, with the assistance of Mrs. Margolis' third grade presented the beautiful pageant written by Miss Fine entitled *THE SYNAGOGUE*. One of the unusual presentations this year was a Shevuos Puppet Show. All in all, we have had a full year with many outstanding dramatic presentations.

## ARTS AND CRAFTS

Jeanette G. Alpert, *Director*
Dorothy Weiner, *Assistant*

Everybody likes to make something. When we form a figure with clay or paint a picture in water-colors, we are learning our lessons in a new language. Our first graders draw and paint and work with clay.

The Holidays were studied and illustrated by the second grade classes. Third graders painted large murals about the Temple as well as pictures about the Jewish Holidays.

4B made stencilled covers for use on Friday Night, and 4C New Year cards and Hero Chart, and 4D, Purim in Pictures. Hebrew studies were enriched and intensified by designing Hebrew texts to adorn trays, bringing to modern life our traditional texts. 4E, by way of capturing the background and color of the early tabernacle, visited the Semitic Museum at Harvard, and made sketches that were used in the scenery of their play.

Working with new techniques 5C took strips of copper, gave it a twist; and soldered on to it pieces of brass pipe to produce a beautiful modern Chanukah Menorah. 5A tooled copper foil using ideas from Jewish History, and etched bracelets with Hebrew designs. 5B made ceramic titles of individual design, and 5D decorated book-ends with their Hebrew initials and etched copper dishes with designs from the Passover Holiday. 5E engaged in a class project in colored plasticene "Around the Walls of Jericho". Our special class made Chanukah Menorahs and book marks.

TEMPLE JUNIORS
OFFICERS AND BOARD MEMBERS

(*Left to Right*)

ROW 1: Arthur Sloane, Edward Bromberg, Elise Glazier, Recording Secretary; Marjorie Schneider, Corrresponding Secretary; Malcolm Rivkin, President; Ruth Pearlstein, Treasurer; Rolf Kates, Vice-President; Annsie Sieve.

ROW 2: Elinor Waldstein, Marjorie Swartz, Paul Sack, Tony Lewis, Paul Price, Betsy Porter, Jeanne Rudofsky.

THE TORCHBEARER STAFF

MRS. JOSEPH FINSTEIN, *Advisor*

(*Left to Right*)

ROW 1: Ruth Freeman, Betsy Porter, Nancy Sulkin, Barbara Hoffman, Mrs. Joseph Finstein, Elsa Kahn, Judith Seltzer, Earl Silbert.

ROW 2: Janet Wolk, Judith Barnett, Arline Wainer, Ellen Derow, Sidney Stern, Alvin Somers.

ROW 3: Richard Koplow, Syril Stone, Carey Bourke, Barbara Simons, Anne Sugarman.

WEEK-DAY HEBREW CLASSES

(*Left to Right*)

ROW 1: Daniel Morrison, Michael Harting, James Burgin, Henry Leavitt, Warren Simmons, Eugene Ring, Mrs. Harold Flax, Alan Berger, Jay Porter, Howard Muellner, Ruth Nemzoff, Judy Bennett, David Bakst.

ROW 2: Mrs. Allan Kane, Alan Goldman, Fred Wilcon, Daniel Weiner, Arthur Gold, Linda Seltzer, Marjorie Solo, Louise Weintraub, Mark Silverman, Robert Kozol, Michael Ruttenberg, Frank Greenberg, Mrs. Simon Kandler.

ROW 3: Alan Robbins, Donald Glazer, Richard Levine, Michael Forman, Donald Robinson, Ralph Rubin, Stephen Cole, Stephen Kramer, Ellen Gorman, Barry Simmons, Joseph Zophin, John Friedman, Alan Yaffe.

ROW 4: Paul Wasser, Richard Sudhalter, Stephen Stempler, Susan Slate, Diane Zophin, Brenda Isen, Elaine Levine, Andrew Morrison, David Wallace, Ira Gorman.

WEEK-DAY HEBREW CLASSES

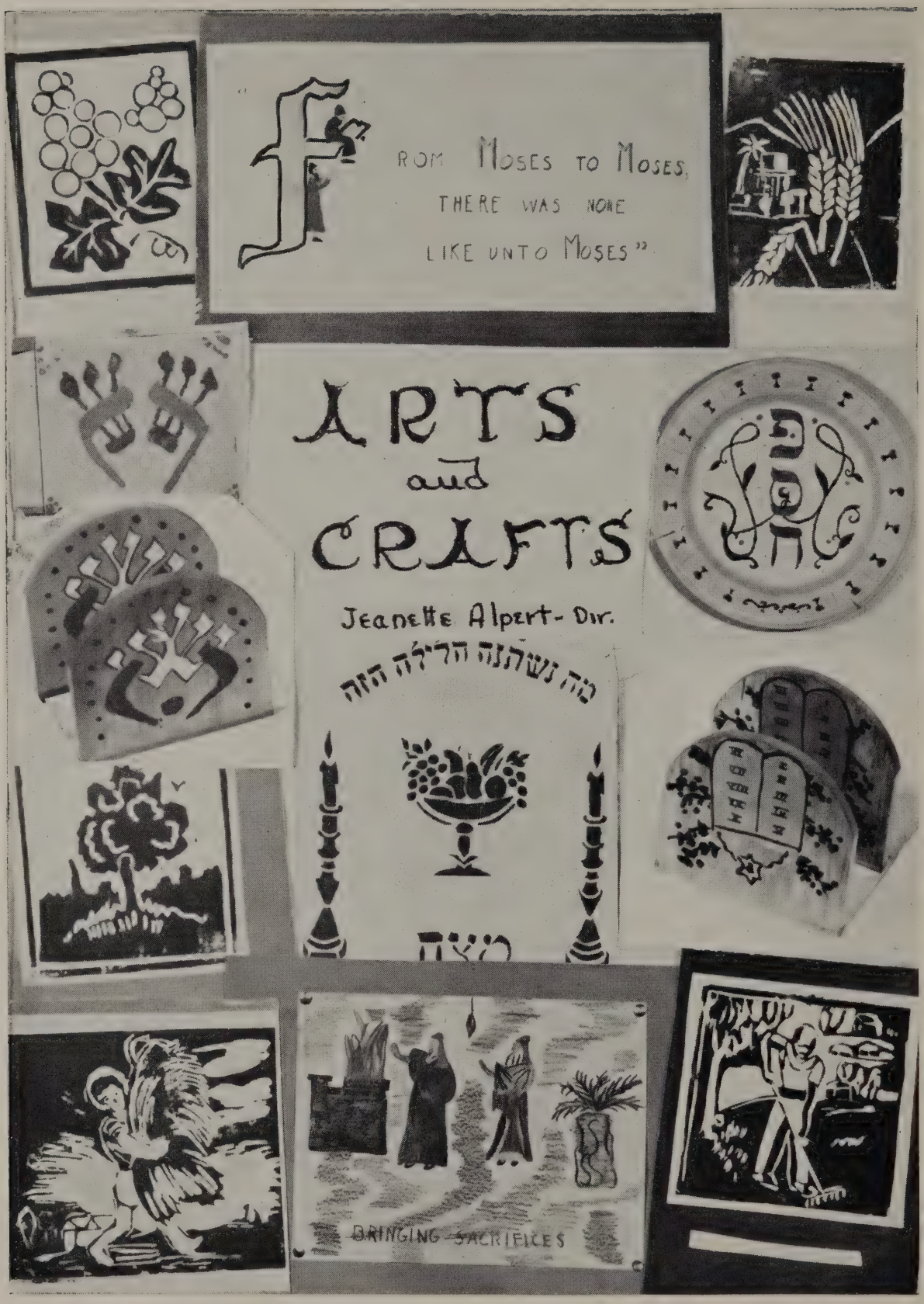
(*Left to Right*)

ROW 1: Frederic Greenman, Eliot Morrison, Robert Muellner, Billy Harting, Richard Bennett, Paul Daum, James Brown, Mark Yesley, Ira Feinberg, Judith Nemzoff, Naomi Brisk.

ROW 2: Mrs. Robert Fishman, Charles Milgroom, Gerald Escovitz, Norman Robbins, Barry Weiner, Henry Woolf, Mr. Maurice Korinow, Robert Ross, Neil Herring, Michael Gilman, Susan Lasker, Joseph Gordon, Mrs. Ralph Fink.

ROW 3: Paul Wharton, Marjorie Herring, Joel Rostau, William Gould, Eleanor Pearlstein, Matthew Levine, Richard Rubin, Joseph Porter, James Gold, Freddy Ginsburg, Richard Solo.

ROW 4: Neil Olken, Stephen Wald, Allen Savage, Steven Swartz, Arthur Savage, Billy Kantar, Stephen Gorin, Larry Dallin, David Snyder.


ROM MOSES TO MOSES,
THERE WAS NONE
LIKE UNTO MOSES"
ARTS
and
CRAFTS
Jeanette Alpert- Dir.
מה נשתנה הלילה הזה
BRINGING SACRIFICES

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